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ABSTRACT

This is a teacher's guide for a twelfth grade course on value conflicts and policy decision. The course is part of an articulated curriculum for grades K-12. This teacher guide contains goals for the course as they are related to values, skills, and concepts and generalizations. The focus of the course is on problems facing the United States at home and abroad which involve value conflicts and policy decisions. In each of the units pupils identify and examine value conflicts related to issues, using social science data, concepts, and generalizations in an attempt to find out which policy alternative will be most likely to achieve the values of goals desired. The topics are based on the issue of security-freedom at home in African countries of the Sahara and race problems at home and in the African countries. A general outline of the course in the overall curriculum is explained. The format of the resource units is presented as are the factors to consider in adapting the units to specific courses. Charts appended to the guide indicate the way in which goals were developed in the different units. The units are SO 006 332-338. (Author/KSM)

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TEACHER'S GUIDE TO THE
TWELFTH GRADE COURSE
on
VALUE CONFLICTS AND POLICY DECISIONS

These courses are part of an articulated curriculum for grades K-12 and have been developed by the Project Social Studies Curriculum Center at the University of Minnesota.

This material was developed under a special grant from the United States Office of Education (HS-045).

1968

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GOALS FOR COURSE

The resource units make it clear that the twelfth grade course is designed to teach attitudes and skills as well as generalizations and concepts. This section deals briefly with objectives for the course. Charts appended to this guide indicate more specifically the way in which goals are developed in the different units.

Behavioral Goals Related to Values

The twelfth grade course was developed with a view to helping pupils develop most of the scholarly values identified by the Center's staff for the entire social studies program. It was designed also to develop a number of attitudes related to public values or the ground rules for the operation of a democratic society. It should be noted, moreover, that some of these attitudes are basic to an overall value which has not been stated for each of the units--the value of human dignity. Most pupils will come to the course with a fairly-well developed value for human dignity as a result of previous experiences at home, in school, in church, and in their many informal groups. Probably the more specific values of this course will develop as students see the need for certain things in order to protect this major value. However, the content used to teach these other values, such as those related to protection of minority rights, evaluating events and institutions on the basis of their effects upon human beings, etc., may also help reinforce pupils' attitudes toward human dignity.

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The twelfth grade course is also designed to develop several attitudes which are likely to arise from the study of social science content. For example, several of the units try to help students develop a scepticism of single-factor causation in the social sciences and of panaceas for curing social problems.

It should not be though that some of the goals are neglected merely because there is no check against them under a specific unit in the chart. The checks indicate those units where the goals have been kept in mind in designing specific activities and sometimes the entire unit approach. Many of the others will be reinforced in units in which they are not checked.

Skills

This course attempts to develop many skills. A large number of these are related to methods of inquiry. Many of these are introduced in the first unit which sets the stage for the entire year's work. Most of these skills have been taught in earlier courses, although they should be refined in this course. Those which are taught in earlier courses are marked by stars in the chart on sequential development of skills on pages 18-22 of this guide.

It should be noted that although some of these skills are not listed as objectives in more than one unit, later units give pupils opportunities to practice and improve the skill. Teachers may find that they should work intensively on the skill in a number of

units and should then list it as an objective of the later teaching units.

Some of the skills objectives should be taught in all of the units for which they are listed. These are the thinking skills related to inquiry and critical evaluation.

Some of the other skills are listed for more than one unit, too. However, the teacher may decide to postpone teaching the skill in the first unit in which it is listed. Or he may feel that it is unnecessary to teach it to all pupils in the second unit in which it is found, even though he may wish to work on the skill with a small group of students who still need help on it.

Goals Related to Concepts and Generalizations

The Center has chosen to identify important concepts and generalizations from the various social sciences and has tried to provide for a sequential development of them in the K-12 curriculum. The twelfth grade course is interdisciplinary. It draws upon concepts and generalizations from all of the disciplines and treats problems which frequently are studied by practioners of several disciplines.

This course follows a series of courses in grades five through nine which focused primarily upon individual disciplines and an area studies course in the eleventh grade. Pupils should draw upon the concepts and generalizations learned in those courses as they examine the problems treated in the twelfth grade. Indeed, one reason for the course is to help pupils understand how concepts and generalizations fro disciplines can help them understand mestic and international problems fa States.

Most of the concepts and generalizat twelfth grade course have been taugh courses. Those which are reviewed f courses and tested again in this one stars in the sequential charts on co eralizations.

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Most of the concepts and generalizations used in the twelfth grade course have been taught in earlier courses. Those which are reviewed from earlier courses and tested again in this one are marked with stars in the sequential charts on concepts and generalizations.

Although this course is interdisciplinary, the concepts can be grouped in such a way that each group constitutes one possible structure for one of the disciplines. The staff's point of view about structure in disciplines is explained in background papers #'s 1 and 2 . For further analysis of each of the disciplines, the teacher is referred to the background papers on the different disciplines.

Most of the generalizations to be developed are presented in terms of the social scientist. No attempt should be made to have pupils learn the statements as they are stated in the resource units. Rather, students should be encouraged to generalize in their own words.

The Rationale for the Number of Objectives

These resource units differ from many units in part because of the large number of generalizations and skills to be taught. The teacher should remember that many of these generalizations and skills are found in a number of the units in the twelfth grade

course. The sequential pattern from one unit to the next can be seen in the charts at the end of this guide. Moreover, most of the objectives are reviewed from earlier grades. This means that it is not necessary or wise to spend too much time trying to develop a single generalization in any one unit. Rather, students should generalize and hold these generalizations as tentative--as hypotheses to be tested more fully as they study other units. At the end of the course they can generalize more fully about any one topic than they can get at the beginning of the course. However, they should still understand that generalizations may need to be modified later, that they should be held tentatively, always subject to change in the light of new evidence.

Because of this reinforcement and further development of concepts, generalizations, and skills, it is important for the teacher to read through the objectives of all of the units before he begins the course. It would be wise, also, to examine the objectives of earlier courses. The charts on goals, which are found at the end of this guide, are keyed to show which ones were taught in earlier grades. The overall chart in Background Paper #1 indicates at what levels each concept, generalization, skill, or attitudinal behavior appears.

TEACHING STRATEGIES

This course relies heavily upon an inquiry approach to teaching. For a more complete discussion of inquiry strategies in teaching the teac number of the background papers #1 analyzes in more detail the view about inquiry as a teachin inquiry involves. Background P learning theory in relation to Background papers on the indivi focus upon inquiry methods and those disciplines, not upon inq teaching. However, they discus which might be taught to pupils courses.

The twelfth grade course emphas strategy which encourages pupil for themselves rather than one the absorption of generalizati made by the teacher or a book. to set up hypotheses by drawing learned concepts and generaliza that some idea they have learne help them make sense out of thi They cannot be sure, but they be so. Inquiry also involves uating sources, testing their eralizing from their findings.

The Center's staff does not bel course reflect a belief, that developed by this type of teach skill goals call for having pup certain kinds of references or information. Such goals cannot use a wide variety of materials ferent points of view and gene students may need to read many

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strategies in teaching the teacher should read a number of the background papers. Background Paper #1 analyzes in more detail the Center's point of view about inquiry as a teaching strategy and what inquiry involves. Background Paper #13 examines learning theory in relation to the use of inquiry. Background papers on the individual disciplines focus upon inquiry methods and techniques used in those disciplines, not upon inquiry approaches to teaching. However, they discuss inquiry techniques which might be taught to pupils in some of the courses.

The twelfth grade course emphasizes a teaching strategy which encourages pupils to find out things for themselves rather than one which emphasizes the absorption of generalizations presented ready-made by the teacher or a book. Students are asked to set up hypotheses by drawing upon previously-learned concepts and generalizations. They decide that some idea they have learned in the past might help them make sense out of this new situation. They cannot be sure, but they think that this might be so. Inquiry also involves gathering data, evaluating sources, testing their hypotheses, and generalizing from their findings.

The Center's staff does not believe, nor does this course reflect a belief, that all learning must be developed by this type of teaching strategy. Some skill goals call for having pupils learn to use certain kinds of references or evaluate sources of information. Such goals cannot be met unless pupils use a wide variety of materials which present different points of view and generalizations. Moreover, students may need to read many materials, listen to

guest speakers, interview people, or watch films in order to gather data to test their hypotheses. Some accounts used in the units are designed to help pupils find out how people affected by a problem feel about the problem. The accounts give students a chance to identify with the people in the accounts and so to understand their feelings. Even when pupils read other people's accounts of topics, they should be evaluating the ideas, identifying value-conflicts and basic assumptions, discriminating between normative and non-normative statements, comparing sources in terms of bias, competency, completeness of data, and using the data they find to either stimulate new hypotheses for testing or to test earlier hypotheses.

At times the teacher may wish to use an informal lecture to present certain facts, but he can then ask questions to help pupils arrive at their own generalizations from these facts. Indeed, he can intersperse questions and discussion with his presentation. The purpose of such an informal lecture is to give pupils the raw data from which they can develop concepts and generalizations--information which perhaps is difficult for them to find elsewhere to read for themselves or which can be presented more quickly in this fashion. The informal lecture should seldom present ready-made generalizations. Thus it is a far cry from the well-organized lecture which begins with a thesis and then develops it.

Clearly, achievement of varied goals requires varied teaching strategies. The strategy used in each instance, however, should be appropriate to the specific objectives to be developed.

Some teachers worry about having stude
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Some teachers worry about having students read different materials. They may believe that all pupils should have read something in common as a basis for discussions and for tests. Pupils can read different materials all focused upon the same questions. Pupil's can be tested upon what they listen to in class discussions or in various kinds of reports as well as upon what they read. By testing for concepts, generalizations and skills, rather than the specifics within any piece of writing, the teacher can avoid penalizing any student who has read something different and can make it clear to the class that he is in earnest when he says that he is more concerned about important ideas than about details. Some tests, too, can ask each pupil to evaluate one of the accounts which he has read.

Teachers should encourage pupils' hypotheses as being as worthwhile at some stages of thinking as are statements which present a commentary on facts found in books, articles, or films. At other times pupils should be asked to look for things which can be used to test their hypotheses. They should learn that an untested opinion of a non-normative nature is not as good as a tested opinion or generalization. Even at this stage, however, pupils should be rewarded for suggesting new ideas about possible hypotheses or for asking relevant questions which have not been raised earlier. Whether or not pupils will learn to ask questions, set up hypotheses, and generalize for themselves, depends in part upon whether or not such behavior is discouraged or encouraged by teachers. However, the teacher should not always say "yes," "right," or "good" when a pupil presents an idea which the teacher considers good. Rather, the teacher may wish to suggest that

it is a new or interesting idea and ask for other ideas from the class. Then pupils can test different ideas. Teachers can reward or encourage the kinds of behavior desired in many ways other than by saying that the pupil has come up with a "correct" answer.

THE FOCUS OF THE TWELFTH GRADE COURSE

In essence, this course focuses upon problems facing the U.S. at home and abroad. Each problem involves value conflicts and policy decisions. This course builds upon what pupils have learned earlier. They should not need to spend much time developing many new concepts and generalizations, although of course some new ones are introduced and many are tested further against new data. Moreover, pupils should know something about the kinds of questions asked by those in each discipline and the methods used by each to advance knowledge in the field. Students should be able to use what they have learned to grapple with a series of domestic and international problems facing American democracy and, in the last unit, the students as individuals.

In each of the units pupils identify and examine value conflicts related to issues. They learn that they should select courses of action only after studying causes of problems and the probable consequences of different courses of action. Such study involves the use of social science data, concepts, and generalizations in an attempt to find out which policy alternative will be most likely to achieve the values or goals desired.

The topics for units have been chose
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The last unit is described in more d
the outline for the course. It perm
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GENERAL OUTLINE OF COUR

Unit 1: How Can We Preserve Our Sec
Sacrificing Essential Freed

This unit focuses upon a problem whi
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any country. The unit poses a seri
for pupil investigation: To what d
groups of the left and right provide
American security? More specificall
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The topics for units have been chosen in part to provide for comparative study of certain problems. For example, pupils study problems of economic growth both at home and abroad. They focus upon the issue of security-freedom at home and in African countries south of the Sahara. They study race problems at home and again in the African countries. Such comparisons should help pupils understand policy issues at home more clearly than would be possible if they focused only upon internal examples of them.

The last unit is described in more detail below under the outline for the course. It permits pupils to summarize the role of the social sciences in helping people select courses of action which involve value judgements. Other purposes of the unit are described under the unit title.

GENERAL OUTLINE OF COURSE

Unit 1: How Can We Preserve Our Security Without Sacrificing Essential Freedoms?

This unit focuses upon a problem which is probably the most important, continuing political issue facing any country. The unit poses a series of questions for pupil investigation: To what degree do radical groups of the left and right provide a threat to American security? More specifically, to what extent has and does the Communist Party in this country provide a threat? To what extent do the new far left groups pose a threat? To what extent do the groups of the far right pose a threat? The class studies current examples of the security-freedom issue as it relates to draft protests,

college demonstrations, etc., as well as some of the older examples.

The unit then turns to an examination of the role of civil liberties in a democracy. This section can be treated briefly if pupils have come through the eighth grade course and other senior high courses in the Center's curriculum. However, time should be spent in examining the basic relationship between civil liberties and a democratic society.

Finally, pupils turn to a study of alternative courses of action which have been tried or proposed or which pupils suggest to try to safeguard security. They examine each in terms of the value conflicts involved, the probable or past effectiveness of each in helping achieve its aim of promoting security, and the probable or past effects of such a course of action upon civil liberties. Pupils are then asked, with no attempt to reach class consensus, to try to decide what program each would advocate for the United States.

Unit 2: Economic Growth in the United States: How Can We Promote Growth?

This unit should be treated only briefly if pupils have come through the earlier courses in the Center's curricular program, since it has been dealt with at some length in the tenth grade American history course and in the area studies in the eleventhgrade. The unit helps pupils summarize factors promoting or hampering economic growth and then focuses upon issues related to how such growth might be promoted in this country. Some of the issues relate, for example, to the value conflicts involved in using government fiscal and monetary policies to promote growth as well as economic stability (studied in the tenth grade) alternative courses of action, pupils analyze factual questions and to use e and generalizations in considering the different courses of action. The unit good introduction to unit three.

Unit 3: Problems of the Underdevelope

Although pupils have studied other und countries (the Middle East in grade e and China and India in grade eleven), gives them a chance to focus upon the underdeveloped countries around the wo detail, to understand the relationshi problems to foreign policy issues fac States, to study in more detail cause and the difficulties of introducing te change, and to consider policy alterna not only the underdeveloped countries also the United States as we debate fo trade issues. These alternatives invo of value conflicts as well as non-norm related to the probable consequences o courses of action.

This unit also gives students a chance about certain important areas of the w did not study in grade eleven or in th school. For example, it is suggested the pupils focus upon some of the unde countries of Latin America. In their have to consider some of the political volved in these countries. This study the geographical study of Latin Ameri

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stability (studied in the tenth grade). To analyze alternative courses of action, pupils are forced to analyze factual questions and to use economic concepts and generalizations in considering the consequences of different courses of action. The unit provides a good introduction to unit three.

Unit 3: Problems of the Underdeveloped Countries

Although pupils have studied other underdeveloped countries (the Middle East in grade eight or nine, and China and India in grade eleven), this unit gives them a chance to focus upon the problems of underdeveloped countries around the world in more detail, to understand the relationship of these problems to foreign policy issues facing the United States, to study in more detail causes of the problems and the difficulties of introducing technological change, and to consider policy alternatives facing not only the underdeveloped countries themselves but also the United States as we debate foreign aid and trade issues. These alternatives involve a series of value conflicts as well as non-normative questions related to the probable consequences of different courses of action.

This unit also gives students a chance to learn more about certain important areas of the world which they did not study in grade eleven or in the junior high school. For example, it is suggested that many of the pupils focus upon some of the underdeveloped countries of Latin America. In their study they will have to consider some of the political questions involved in these countries. This study supplements the geographical study of Latin America in grade five.

Other pupils will investigate and report on some of the underdeveloped countries in Southeast Asia or northern Africa which have not been studied earlier. A few pupils may study other underdeveloped countries, although it is recommended that the class focus upon these parts of the world.

This unit draws heavily upon economics, anthropology, and to some extent upon geography. Moreover, pupils cannot avoid examining the historical background of problems nor the political and social systems which either contribute to the problems or affect the feasibility of different alternative courses of action and U.S. policies of aid and trade.

Unit 4: Africa South of the Sahara

This unit is taught for three major reasons. First, it is an area not studied in detail earlier but of extreme importance to the world and to the United States for a number of reasons. These include both its relationship to the cold-war struggle, and its historical and cultural importance for American Negroes and so for all Americas. Second, the unit provides a useful foil for study of two of the domestic problems dealt with in the course, namely race conflict and the issue of security-freedom. Third, Africa provides useful data for testing a number of generalizations learned earlier to find out if they are culture-bound. For example, pupils may have generalized in previous courses about the importance of two political parties for a democracy. Does this generalization hold true in Africa with its different cultural traditions? Pupils will have generalized in earlier courses about factors making for political stability. Do these generalizations help them understand the political problems facing the African countries or are they
In earlier grades, pupils probably
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This unit omits the study of north
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Like the area studies used in the
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stability. Do these generalizations
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the African countries or are they culture-bound? In earlier grades, pupils probably have developed certain ideas about the need for governmental institutions to change laws or about the factors giving people a sense of oneness. To what extent do these generalizations hold true in relationship to the African tribal groups? Pupils will have generalized about factors related to underdevelopment in the previous unit. Do these generalizations hold up when tested against the situation in Africa?

This unit omits the study of north African states, since these are treated briefly in the unit on the Middle East in grade eight or nine, and since culturally, these countries differ from those south of the Sahara. It would be possible to include them if pupils have not studied the earlier course.

Like the area studies used in the eleventh grade, this unit draws upon all of the social sciences. The introduction attempts to develop ideas about the importance of the area to the world and to the United States and raises issues about American foreign policy in this area. A study of the geography of Africa provides help in analyzing the economic potential of the countries and many of the problems facing them. A study of the history of the area should help pupils understand the rise of nationalism and many of the problems facing the countries today and the U.S. in its relations with these countries. It should also contribute to the development of an appreciation for the cultural developments of the peoples of Africa. It is important, for example, for pupils to examine and compare African civilizations with those in Europe during the period of the Middle Ages. The unit includes an examination of

the political, social, and economic problems and systems of three different kinds of countries: independent states dominated by Africans, independent states dominated by white people, and colonies. Finally, pupils turn to an analysis of attempts to obtain more cooperation among the African states, to relations of these countries with non-African countries, and to policy issues and alternatives facing the United States. Pupils analyze these issues both in terms of value conflicts and in terms of factual questions about the probable consequences of following alternative courses of action.

Unit 5: Racial Conflict in the United States: What Should Be Done?

This unit deals with the value conflicts involved in current racial conflict in the United States. It builds upon much that has been taught in earlier grades about minority groups. This early treatment is summarized for the teacher in the introduction to the unit. The unit also helps pupils find out what has happened in race relations in the years since they studied discrimination in some detail. Pupils study theories about causes of prejudice and discrimination as an aid in helping them try to decide what courses of action should be followed. They also analyze in some detail the civil rights movement.

Unit 6: War and Peace

This unit deals with the costs of war, with people's attitudes toward war, and with causes of war. Pupils then look at the international system and the means which are used to try to resolve in
flicts, including the use of interna
Finally, the unit focuses upon cont
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Pupils draw upon what they have lea
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Unit 7: What Is the Good Life?

This unit raises the questions: Wh
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which are used to try to resolve international conflicts, including the use of international agencies. Finally, the unit focuses upon contemporary foreign policy issues in the United States as this country tries to preserve peace through power. Pupils study the pros and cons of current policies and proposals for change. Viet Nam is suggested as a case study for use in examining current issues.

Pupils draw upon what they have learned about foreign relations and the international system in area studies in earlier grades, in the eighth grade executive unit, and in the earlier twelfth grade units on Africa and on The Underdeveloped Countries.

Unit 7: What Is the Good Life?

This unit raises the questions: What is the good man? What is the good life? What is the good society? The unit is designed to help pupils understand that the social sciences can help them find out how different peoples or societies view these questions or the alternative consequences of following different courses, but cannot provide the answers to normative questions.

The unit raises questions of ethics and relates ethics to some of the current problems facing young Americans, including controversies related to their involvement in the war effort. The unit uses a wide reading program with books on utopias and mock or negative utopias, books about people who have encountered hardship but apparently felt that their lives have been worth while, books about people who seem to have led unhappy lives, regardless of their material well-being, books about those who have

worked with maladjusted children, books about obviously happy people and people who have committed their lives to working for others. The class discusses how the authors view the basic questions raised by the unit. They try to decide whether or not they agree, and they try to identify the major characteristics of those who seemed to be leading a good life and of those who seemed to be leading unhappy lives.

Pupils also draw upon empirical studies of the effects of maternal deprivation on young children, studies by psychologists and anthropologists about basic drives and motivations among men, and upon the writings of psychiatrists as they try to analyze the questions raised in the unit. For example, they spend some time looking at a study of alienation of college youth, the causes of this alienation, and the effects of the alienation upon the youths.

The class also considers questions of committment and involvement in modern society, using cases in which Americans have ignored pleas for help from fellow Americans.

The unit includes an examination of changing values and patterns in American life, raises questions about whether or not we are a mass society, and examines the effects of our society upon human beings. The unit suggests a number of directions in which pupils can take off in a study of psychological and social problems which they consider related to the basic questions raised by the unit. The focus of this unit, then, is upon the present and upon questions which face young Americans today.

THE PLACE OF THE COURSE IN THE OVER

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THE PLACE OF THE COURSE IN THE OVERALL CURRICULUM

The twelfth grade is able to provide depth of study of a few topics because it builds upon a curriculum which has already provided for the study of many topics typically taught in the twelfth grade course. Some overview of the total curriculum should help the teacher understand better both the selection of content and the kinds of concepts, generalizations, and skills, which students are likely to bring to the course if they have studied the earlier courses in the curriculum.

When the time arrives that pupils come through the Center's elementary school program, they will have made a comparative study of a number of families and communities around the world. They should have developed many ideas about culture as a way of life, about the diversity of cultures, about certain cultural universals and the psychic unity of mankind, about culture as learned norms and values, about socialization, and about social organization. Moreover, they will have learned a little about the need for government and law (in grade three) and that governments and economic systems differ from one country to another.

In the primary grades and in the fifth grade geography course, pupils will have studied a number of geographic concepts and skills. They should have developed considerable understanding of the generalization that man uses his physical environment in terms of his cultural values, perceptions, and level of technology. They should also understand the interdependence of different communities and countries in terms of resources and goods.

In the sixth grade course on American history, pupils will have studied culture contact, diffusion of culture, and the way in which people take their culture with them as they move to new places. They will also have learned something about the background for current civil rights problems.

The junior high school courses focus upon the behavioral sciences and spend much more time on the study of each than has typically been devoted to these fields in the twelfth grade course. Pupils who have studied the seventh grade course on Man and Society should have developed a fairly good understanding of a number of sociological concepts and generalizations. They should also have analyzed aspects of the civil rights movement in some depth in the unit on Intergroup Relations.

The eighth grade course focuses upon the political system of the United States, using a behavioral approach which emphasizes factors affecting decision-making, power relationships, and ways in which citizens affect political decisions. The course uses a number of case studies. For example, they examine case studies related to the passage of civil rights legislation and the Little Rock Crisis when studying the legislative and executive processes. They study influences upon foreign policy decision-making in relationship to Hiroshima and Cuba as they study the executive process. Case studies related to civil liberties are used to develop many of the ideas in the unit on the judicial process. The unit on local decision-making permits pupils to focus upon some current local problems and suggests the study of at least one modern problem arising out of the growth of metropolitan areas. This course treats the following units: An Overview of Our Political System, Political Parties and Elections, the Executive Process, The Legislative Process, the Judicial Process, and Local Community Decision-Making. Pup
study the Middle East in either grad

The ninth grade course is devoted to
economics and socio-economic problems
includes two problems units: one on
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The unit on the Automobile Industry
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The tenth and eleventh grade courses
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Judicial Process, and
Local Community Decision-Making. Pupils also study the Middle East in either grade 8 or 9.

The ninth grade course is devoted to a study of economics and socio-economic problems. The course includes two problems units: one on the farm problem and one on poverty in the United States. The unit on the Automobile Industry is used in part, to teach pupils considerable consumer economics.

The tenth and eleventh grade courses continue to develop many concepts and generalizations from the behavioral sciences. The tenth grade course in American history, for example, uses sociological, anthropological, political, and economic concepts learned earlier and develops new ones to provide for greater analysis of American history than is possible without the use of these social science concepts. The course permits pupils to use what they have learned earlier, to test earlier generalizations to find out if they are time-bound, and to develop new concepts and generalizations on topics which were not treated in the earlier courses. For example, the last unit uses the depression period of the 1930's to build upon what pupils have learned in the ninth grade course about the effects of poverty upon people. It also uses considerable economic theory to analyze the causes of business fluctuations and analyzes New Deal legislation in terms of economic policy issues related to fiscal and monetary policy and built-in stabilizers.

The eleventh grade course is an area studies program. It calls for extensive use of social science concepts and generalizations in the analysis of comparative political, social, and economic systems. Pupils

study Western Europe, the U.S.S.R., China, and India. In each, they follow somewhat the pattern used in the area study on Africa in the twelfth grade course, dealing with geography, history, the modern political, social, and economic systems, and with the foreign relations of the area, particularly with the United States. Pupils test previously-learned generalizations to find out whether or not they are culture-bound. They also learn new concepts and generalizations as they study these different parts of the world. For example, study of factors promoting and hindering technological, social, and economic change in India and China should provide a useful background for the study of change in the twelfth grade unit on underdeveloped countries. The study of factors promoting economic growth in these other parts of the world added to the study of economic growth in the American history course, should make it possible to teach the twelfth grade unit on economic growth very briefly, focusing upon certain key courses today. The study of the political systems of these countries should provide helpful background for the study of the issue of security-freedom in the twelfth grade. Moreover, the study of Marxianism, the Soviet and Chinese Communists Parties, and the split between the two Communist powers provides an important background for studying the American Communist Party and the new leftist party influenced by Chinese Communists in the unit on security and freedom in this country. The study of foreign relations in connection with each area provides a useful background for the study of War and Peace in the twelfth grade course. Moreover, examination of cultural values of these societies helps pupils understand the different ways in which different societies would answer the questions raised in the unit on the Good Life.

THE FORMAT OF THE RESOUR

The main part of each resource uni
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THE FORMAT OF THE RESOURCE UNITS

The main part of each resource unit is set up in a double-page format to help teachers see the relationships among objectives, content, teaching procedures, and materials of instruction. The objectives column is found in the first column on the left-hand page. This column answers the questions: Why should we use this procedure or teach this content? What should be the focus of the procedure? The second column on the left-hand page presents an outline of content. This column answers the question: What topics should we teach? The first column on the right-hand page includes suggested teaching procedures. This column answers the question: How can we teach these objectives and this content? The final column on materials of instruction answers the question: With what materials can we teach these objectives and this content?

A key is used in the objectives column to make the type of objective stand out clearly. Generalizations are preceded by a G and are in plain type. Skills are preceded by an S and are underlined. Attitudinal behaviors are preceded by an A and are in capital letters.

If no objective is found in the left-hand column for a particular procedure, the teacher should look at the last objective (s) listed in the column for a single procedure. An objective is not repeated until a different objective intervenes.

It should be noted that any one teaching procedure may help develop several generalizations, one or more skills, and one or more attitudes. Indeed, the most useful procedures are frequently those which help achieve several types of objectives.

By knowing what generalization (s) are listed for a particular procedure, the teacher can direct his handling of the procedure to appropriate ends. As stated earlier, however, he should not feel that pupils should learn a generalization as the result of this one procedure. The procedure should help lead to the development of the generalization but is almost never the only procedure aimed at accomplishing this end, even within the same unit.

If nothing is printed in the content column opposite a particular procedure, the teacher should look at the last content presented for an earlier procedure. It is not repeated for each new activity.

The materials column does not include complete bibliographic data nor all of the references which might be used. The bibiographic data can be found in the bibliography at the end of the main body of the unit. The bibilography frequently includes other books and materials which may be used in the unit but which are not so necessary as those listed in the body of the unit. Teachers are encouraged to add other materials as they are published or suitable materials which are in their school libraries but which are not listed in the bibliography.

ADAPTING RESOURCE UNITS TO SPE

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ADAPTING RESOURCE UNITS TO SPECIFIC CLASSES

The units provided by the Center are resource units. Naturally, teachers are expected and encouraged to add their own ideas for materials and teaching procedures. Indeed, this is the only way in which units dealing with current problems can be kept up-to-date. The resource units are intended to suggest possibilities, not to present a cut-and-dried course.

Since these units are resource units, teachers are not expected to use all of the suggested procedures. Indeed, they could not do so in any one class. Rather a teacher should select and add procedures which are most suitable for each class. He should consider a number of factors as he makes this selection.

1. <u>The objectives which he wishes to emphasize in the unit</u>.

   The teacher may find that pupils need less help than called for in a unit on the development of a particular skill. He might then decide to reduce the number of activities suggested to develop this skill. (Usually, however, he should keep at least one activity in which pupils use the skill so that they can see more clearly how this skill can help them in analyzing many new problems.) On the other hand, the teacher may find that he must develop additional exercises to teach a skill because pupils seem to need more help with it. Or he may decide that some skill not included should be given emphasis in this unit, even though it was taught in an earlier one.

2. The general ability level of the class.

In a class with largely low-ability pupils, the teacher might omit some topics within the units. For example, he could leave out the section on a mass society in the unit on the Good Life. He might also use more audio-visual materials in each of the units. He might work out alternative procedures, as suggested later, for some of the oral presentations. If there are a few good students in such a low ability class, they might be assigned special activities to investigate some of the topics which are omitted for the others.

3. The differing abilities and interests of class members.

This criterion is particularly important in selecting individual and small group activities and reading materials.

4. Previous experiences of pupils in the class.

The selection of objectives, content, procedures, and materials will depend in part upon: (a) previous experiences outside of school, including those resulting from pupils' socio-economic background and their work and travel experiences; and (b) earlier school experiences, including whether or not pupils have come through earlier courses in the Center's curriculum. If pupils have not had the earlier courses on the behavioral sciences, the teacher may need to omit several units and add some unit topics taught in earlier courses. He may also need to reduce sharply the number of concepts and generalizations to be taught. Very few additional concepts and generalizations a level and so each unit provide pupils to apply and test a num time would not permit teaching have not had the earlier backg the teacher would need to iden portant for the unit; this sho reads the unit and the number for teaching each one.

The teacher will also want to with topics studied in earlie have had the earlier courses. pupils study Africa, they shou ical, social, and economic sys studied in the eleventh grade comparisons will have to be om not had these or equivalent co

5. The rest of the school curricul

The teacher needs to consider the following:

(a) What are pupils studying i classes? Is there any ove between some of the novels the unit on the Good Life? unit can be taught at the the English classes are us with work carried on coope two classes. It may also out other types of correla teachers. For example, pu which will be used in both receive help on the content classes and work on writing classes.

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concepts and generalizations are introduced at this level and so each unit provides opportunities for pupils to apply and test a number of them. However, time would not permit teaching all of them if pupils have not had the earlier background. In this case, the teacher would need to identify those most important for the unit; this should be clear as he reads the unit and the number of activities suggested for teaching each one.

The teacher will also want to make many comparisons with topics studied in earlier grades if pupils have had the earlier courses. For example, when pupils study Africa, they should compare the political, social, and economic systems with those studied in the eleventh grade course. Some of these comparisons will have to be omitted if pupils have not had these or equivalent courses.

5. The rest of the school curriculum in other fields.

The teacher needs to consider questions such as the following:

(a) What are pupils studying in their English classes? Is there any overlap, for example, between some of the novels suggested for the unit on the Good Life? If so, perhaps the unit can be taught at the time of year when the English classes are using such literature with work carried on cooperatively between the two classes. It may also be possible to work out other types of correlation with the English teachers. For example, pupils might write papers which will be used in both classes. They could receive help on the content in social studies classes and work on writing skills in the English classes.

(b) What are or have pupils studied about sampling procedures or correlations in math classes? Such study might help as pupils analyze some of the research drawn upon in the unit on Security and Freedom or the unit on Race Problems.

(c) What are or have pupils studied about the social implications of scientific developments in their science classes? What have they studied about nuclear energy which might be drawn upon in the unit on War and Peace? What have they studied about psychology in their biology classes in earlier grades which will prove helpful as they study the unit on the Good Life?

6. Materials available for the course.

Some procedures will have to be omitted if needed materials are not available or if other materials cannot be substituted. Some of the books mentioned in bibliographies are out of print but are included because of their value and because many of them can be found in school or local libraries. Moreover, the teacher may be able to locate some of them in second hand book stores. He should also watch for reissues of books in paperback editions.

The teacher should examine his school library before ordering books and then should identify and purchase for the first year the other books used most heavily in each unit. He can then add to the collection of books each year.

It is important in building the library and classroom collections to include books represent points of view. One reason for using program rather than only a few careful readings is to avoid the danger of ind to provide many opportunities for pupi evaluate sources of information of the they are likely to come across as adul give them a chance to draw their own c adding new books to the collection eac teacher can help keep these units up-t relevant to the lives of pupils.

7. Current Affairs

Most of the units should be adapted to of current affairs. For example, new used to illustrate the security-freedo in unit one, and new proposals should that unit. New developments should be study of Africa South of the Sahara. aid issues should be studied in relati unit on Underdeveloped Countries. The Problems should be brought up to date light of changes, current problems, an The examples and cases used in the uni Peace should shift in terms of current ments. It would be wise for the teach files of clippings on each of the unit

8. Factors in the community which might a teacher can handle certain controversi the kinds of resource people have avai

9. The need for variety in procedures fro next, from one day to the next, and wi hour.

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ing the library and classroom

collections to include books representing varied points of view. One reason for using a wide reading program rather than only a few carefully selected readings is to avoid the danger of indoctrination, to provide many opportunities for pupils to learn to evaluate sources of information of the type which they are likely to come across as adults, and to give them a chance to draw their own conclusions. By adding new books to the collection each year, the teacher can help keep these units up-to-date and relevant to the lives of pupils.

7. Current Affairs

Most of the units should be adapted to take advantage of current affairs. For example, new examples can be used to illustrate the security-freedom issue raised in unit one, and new proposals should be analyzed in that unit. New developments should be added to the study of Africa South of the Sahara. Current foreign aid issues should be studied in relationship to the unit on Underdeveloped Countries. The unit on Race Problems should be brought up to date each year in light of changes, current problems, and new movements. The examples and cases used in the unit on War and Peace should shift in terms of current world developments. It would be wise for the teacher to build files of clippings on each of the unit topics.

8. Factors in the community which might affect how the teacher can handle certain controversial issues or the kinds of resource people have available.

9. The need for variety in procedures from one unit to next, from one day to the next, and within any class hour.

As teachers adapt and add to units, they should keep in mind certain things about how the course has been developed. First, there is a flow to each unit. Certain things are placed first and other things later because of the need to develop certain concepts or present certain data before other ideas are presented. Before the order of procedures or content is shifted, the teacher needs to analyze the concepts and data needed to teach each procedure in order to decide whether the shift is wise or, if it is made, what else needs to be shifted in order to provide the background needed for carrying out the procedure. Whatever the teacher does, he should develop a logical flow. A jumbled order which has no logical progression may interfere with the pupils' organization and development of ideas. Moreover, if many topics are treated superficially at one point early in the unit and then treated again later, pupils' interest to motivate study may be blunted. By all means, the flow of the units should not be determined just by who happens to be ready with a report or panel discussion first. Nor is it wise to set up a series of reports to be presented one after another, with no variation in procedure or without any attempt to fit them into their proper place in the schedule of other procedures for developing topics.

The teacher will need, of course, to adapt the teaching unit from day to day to make sure that he provides a variety of procedures within each day's lesson. Except in unusual classes, twelfth grade pupils should not be expected to maintain a high interest level if they are asked to do the same thing for the entire class period. Although the resource units have been written to provide a variety within the present order of procedures, the main responsibility for providing this variety must lie with the teacher. Since he will not use all

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decides which procedures to us
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teacher. Since he will not use all of the procedures suggested in the resource units, and since he will add others, he could end up with little variety from day to day or within one class hour. Moreover, he will get behind in his plans or shift his plans somewhat from day to day depending upon what happens in class. This does not mean that he must make marked changes in the flow of procedures. It does mean that even a teaching unit must be adjusted from day to day. Few teachers, if they are flexible enough to take into account pupils' questions and interests, can build lesson plans for even one week without making adjustments from one day to the next. These plans will fit into the overall unit, but the unit cannot be developed ahead of time merely as a set of lesson plans to be followed day after day. Consequently, small adjustments in the order of procedures may have to be made each day in order to provide variety in the lesson.

The teacher must keep in mind other questions as he decides which procedures to use. First, has he kept at least some procedures to teach each of the objectives he has decided to try to achieve? If not, can he add others to achieve these ends? Second, has he kept procedures to teach all of the content suggested? If not, does he think this content should be taught? If so, he must think of other ways of presenting it. At the present time there are a number of suggestions to teach most of the objectives and even a number to teach some of the same content. The content must also be cut if all of the procedures designed to teach it are omitted. This statement seems self-evident. However, sometimes teachers suddenly come to a certain point in a unit, with no plans to teach content they think important. They do the easiest thing at the last moment--lecture to cover it. An informal lecture may be used at times,

as this guide makes clear on page four; however, other procedures might be better or the content itself might be cut in some classes.

As the teacher shifts activities around, he should also remember that each procedure is written to accomplish certain objectives. If an initiatory activity is shifted to a later point in a unit, it probably needs modifying to provide for greater analysis than is called for in a procedure designed to explore pupils' existing knowledge, skills, and attitudes, arouse their interest, relate the unit topic to previously-studied material, or to develop an overview for the unit. Similarly, if later procedures are shifted to the introductory stage, they will need modification. Use of a film to introduce a unit will differ from its used during the developmental stage. Its introductory use might be designed to raise questions, present different value positions, or provide an overview for the unit. During the developmental stage, it might be used to provide data for thorough analysis of a specific topic or to help teach a skill or develop an attitude. During a culminating stage it might be used as a summary or even as a test device in which pupils are called upon to suggest limitations of the data or to compare its presentation with what they have already learned in the unit. Usually, the same film is not equally useful for all three purposes, however, some films could be used at any stage if the teacher adapts the procedure to the purpose.

These resource units are already voluminous. It is impossible to suggest all of the ways in which one procedure might be varied or one material might be used. Naturally, pupils could prepare written reports rather than oral reports on certain topics. Or an oral report could be turned into a panel discussion, or role-playing. present the same material through c board displays, through mock newspa dittoed written reports, etc. The form to use may depend upon the tea of how important it is for the enti the information, upon the extent to relied upon oral reports in the las his assessment of the relative effe using oral reports in a particular written reports or other types of w can be dittoed for class use, and c bulletin board materials can be stu class. However, the teacher must d not the topic suggested for an oral important for the entire class or c unit before he decides whether or n ways to modify the suggested proced

THE DEVELOPMENT OF THESE M

The Curriculum Center at the Univer has as its major goal the developme a new curricular framework for grad basic assumptions of the staff and selecting topics are discussed in t ground Paper #1. A tentative curri was used in developing a series of and sample pupil materials at vario they were needed. No attempt was m complete set of materials for pupil aim was to try out the curriculum, materials available from other sour and supplementing these materials w

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ts on certain topics. Or an oral report could be turned into a symposium, a panel discussion, or role-playing. Or pupils might present the same material through charts or bulletin board displays, through mock newspapers, through dittoed written reports, etc. The decision on which form to use may depend upon the teacher's assessment of how important it is for the entire class to obtain the information, upon the extent to which he has relied upon oral reports in the last unit, and upon his assessment of the relative effectiveness of using oral reports in a particular class. Of course, written reports or other types of written materials can be dittoed for class use, and charts and bulletin board materials can be studied by the entire class. However, the teacher must decide whether or not the topic suggested for an oral presentation is important for the entire class or crucial to the unit before he decides whether or not and in what ways to modify the suggested procedure.

THE DEVELOPMENT OF THESE MATERIALS

The Curriculum Center at the University of Minnesota has as its major goal the development and try-out of a new curricular framework for grades K-12. The basic assumptions of the staff and the criteria for selecting topics are discussed in the Center's Background Paper #1. A tentative curricular framework was used in developing a series of resource units and sample pupil materials at various levels where they were needed. No attempt was made to develop a complete set of materials for pupils. Rather, the aim was to try out the curriculum, using as many materials available from other sources as possible, and supplementing these materials with a few

developed by the Center only where they were needed in order to teach the units. At some future date, members of the staff may work with publishers and audio-visual producers to develop more complete sets of materials. However, tryout of these materials has shown that the twelfth grade course can be taught with materials currently available.

Background papers for use by those preparing some of the resource units were developed by visiting staff members during a special summer workshop early in the Center's operations. The staff is grateful to the following authors of such papers: Mr. Darrell Lewis, now Director, Center for Economic Education, University of Minnesota; Mr. Joseph Dolecki of the state college at Warrensberg, Missouri; Mr. Richard Danfield of Drake University; Mr. Thomas Polk of St. Thomas College in Minnesota; and Mr. Wesley St. John of Hamline University in Minnesota.

Units for preliminary tryout were developed by Daniel Eckberg of the Hopkins Public Schools in Minnesota and by Professors Edith West and Fred A. Johnson of the Center's staff. These units were tried out the first year by one or more teachers in each of the following public school systems in Minnesota: Bloomington, Richfield, and Robbinsdale. They had been tried out earlier at the University of Minnesota High School and have been tried out since in a number of other public schools in the local vicinity including North St. Paul, Cambridge, Osseo, Willmar, Farmington, and Golden Valley.

Materials were revised in the light of tryout and several new units were developed. The unit on Race Problems has not been tried out in exactly this form, although aspects of it have been taught. The unit on the Good Life was tried out duri
of 1967-1968 rather than in 1966
not been revised.

The staff is indeed grateful to
background papers, to Mr. Eckber
of the preliminary units, and to
teachers who served as project a
first year of tryout and who pro
suggestions for changes and addi
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Schools, Mr. William Driver and
of the Robbinsdale Public School
Wold of University of Minnesota
Center also wishes to thank the
who have been using the material
year and who have provided addit
modifications :Mr. Robert Griffi
St. Paul Public Schools, Mr.
the Robbinsdale Public Schools,
of the Golden Valley Public Scho
Buckland of the Farmington Publi
Wrightson of the Willmar Public
Theisen of the Osseo Public Scho
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The staff is indeed grateful to those who prepared background papers, to Mr. Eckberg who wrote several of the preliminary units, and to the following teachers who served as project associates during the first year of tryout and who provided valuable suggestions for changes and additions: Mr. Craig Kissock of Bloomington Public Schools, Mr. Lowell Larson and Mr. Richard Maas of the Richfield Public Schools, Mr. William Driver and Mr. Hubert Boeddecker of the Robbinsdale Public Schools, and Mr. David Wold of University of Minnesota High School. The Center also wishes to thank the following teachers who have been using the materials during the second year and who have provided additional suggestions or modifications : Mr. Robert Griffin of the North St. Paul Public Schools, Mr. Gene Kacheroski of the Robbinsdale Public Schools, Mr. Peter Simonson of the Golden Valley Public Schools, Mr. Sidney Buckland of the Farmington Public Schools, Mr. Robert Wrightson of the Willmar Public Schools, Mr. Richard Theisen of the Osseo Public Schools, and Mr. Richard Coombs of the Cambridge-Isanti Public Schools. The staff is indeed grateful to all of these people. The staff also welcomes additional suggestions from people who use the course in the future.

SEQUENTIAL DEVELOPMENT OF SKILLS	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa	
ATTACKS PROBLEMS IN A RATIONAL MANNER					
*1. Is alert to incongruities, recognizes problems, and is concerned about them.	X		X		
*2. Defines problems by isolating basic issues, defining terms, and identifying assumptions, values involved, and factual questions which need investigating.	X	X	X		
*a. Identifies value conflicts.		X	X	X	
*b. Identifies basic assumptions				X	
*c. Identifies factual questions which need to be answered.	X				
*3. Considers the relevance of each of the social science disciplines and uses the type of questions asked and the analytical concepts used in the relevant disciplines to help him analyze the problem.			X	X	
*4. Sets up hypotheses.	X	X	X	X	
*5. Clarifies and refines hypotheses and then deduces possible consequences (if-then statements).			X		D 1
*a. Uses deduced consequences of hypotheses (if-then statements) to guide him in the collection of relevant data	X				
*6. Considers alternative courses of action	X	X	X	X	
a. Having determined the causes of a social problem, considers alternative courses of action and hypothesizes about probable consequences of each course of action.					
*1) Sets up hypotheses about possible consequences of alternative courses of action.	X		X		
*7. Sets up experiment or figures out some other appropriate technique(s) for testing hypotheses.			X		
LOCATES INFORMATION EFFICIENTLY					
*1. Skims to locate information.			X	X	
*2. Uses Reader's Guide to locate information.					
*3. Uses specialized references to check on authors.	X				
4. Uses Statistical Abstract.		X	X		
*5. Uses Historical Statistics.		X			

VELOPMENT OF SKILLS	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa	Race	War and Peace	Good Life
A RATIONAL MANNER							
gruities, recognizes problems, about them.	X		X		X	X	
by isolating basic issues, defin- lentifying assumptions, values tual questions which need invest-	X	X	X			X	
lue conflicts.		X	X	X	X	X	X
sic assumptions				X	X	X	X
tual questions which need to be	X				X		
levance of each of the social lnes and uses the type of questions alytical concepts used in the rel- to help him analyze the problem.			X	X	X		
es.	X	X	X	X		X	
Fines hypotheses and then deduces ences (if-then statements).			X		Deduces if-then		
consequences of hypotheses (if- ts) to guide him in the collection ata	X				X		
ative courses of action	X	X	X	X			
ined the causes of a social prob- alternative courses of action es about probable consequences of action.					X		
potheses about possible conse- alternative courses of action.	X		X				
nt or figures out some other nique(s) for testing hypotheses.			X				
EFFICIENTLY							
nformation.			X	X			
de to locate information.					X		
references to check on authors.	X						
Abstract.		X	X				
tatistics.		X					

	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa
6. Uses Survey of Current Business.		X		
7. Uses Economic Report of the President.		X		
GATHERS INFORMATION EFFECTIVELY				
*1. Identifies the main idea in oral, written, and visual material.				
*a. Reads for main ideas or to answer questions.	X			X
*2. Reads for details.	X			
*3. Adjusts reading rate to purposes in reading and to type of material read.	X			
*4. Takes notes on reading, using note cards.	X			
*5. Adjusts note-taking to type of oral presentation.	X			
EVALUATES INFORMATION AND SOURCES OF INFORMATION				
*1. Distinguishes between relevant and irrelevant information and notes whether that which is relevant supports or contradicts the idea to which it is related.	X			
a. Identifies words and phrases which are intended to persuade.	X			
*b. Detects various types of persuasion devices.	X			
*2. Checks on the accuracy of information.	X			
*a. Checks facts against his own background of information.	X			
*b. Checks on the bias and competency of witnesses, authors, and producers of material.	X		X	
*1) Notes whether the author would be hurt by an opposite report.	X			
*2) Identifies purpose in writing account.	X			
*3) Notes opportunity for witnesses to observe events.	X			
*c. Compares sources of information.			X	X
*1) Looks for points of agreement and disagreement among witnesses, authors, and producers of information.	X			
*d. Recognizes differences in difficulty of proving statements.	X			

	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa	Race	War and Peace	Good Life
rrent Business.		X					
ort of the President.		X					
EFFECTIVELY							
in idea in oral, written, and						X	
ideas or to answer questions.	X			X		X	X
.	X						
rate to purposes in reading and al read.	X						
ading, using note cards.	X						
ng to type of oral presentation.	X						
N AND SOURCES OF INFORMATION							
ween relevant and irrelevant notes whether that which is rele- contradicts the idea to which it	X						
ds and phrases which are intended	X					X	
s types of persuasion devices.	X					X	
uracy of information.	X						
gainst his own background of in-	X						
bias and competency of witnesses, roducers of material.	X		X			X	
er the author would be hurt by an port.	X						
purpose in writing account.	X						
tunity for witnesses to observe	X					X	
es of information.			X	X			
oints of agreement and disagree- witnesses, authors, and producers ion.	X						
ferences in difficulty of proving	X						

	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa	R
*1) Distinguishes between facts and estimates.	X			X	
*2) Distinguishes between facts, inferences, and value judgements.	X		X		
*3) Differentiates between descriptive, causal, predictive, and normative questions and statements.			X		
*e. Identifies and examines assumptions to decide whether or not he can accept them.	X	X	X		
*3. Checks on the completeness of data and is wary of generalizations based on insufficient evidence. (Recognizes limitations of data.)	X	X	X	X	
*a. Rejects all-none (black-white) reasoning.	X				
*b. Rejects whole-part arguments and insists upon further data.	X				
*c. Examines sample used in study to see if it is representative of the population for which generalizations are being made.	X				
*d. Looks for causative factors other than those mentioned in source of information.	X				
*e. Rejects post hoc arguments; looks for another factor which may have causes the later event.	X				
*f. Rejects assumptions of cause-effect relationship in correlations; looks for another factor which may affect both parts of correlation.			X		
*4. Detects inconsistencies in material.	X			X	
USES EFFECTIVE GEOGRAPHIC SKILLS					
*1. Compares areas and distances with known areas and distances.				X	
*2. Draws inferences from maps			X	X	
*a. Draws inferences from a comparison of different map patterns of the same area.			X		
*3. Uses scatter diagrams to test hypotheses.			X		
HAS A WELL-DEVELOPED SENSE OF TIME					
*1. Notes durations of periods or events.			X		
*2. Looks for relationships among events.	X			X	

	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa	Race	War and Peace	Good Life
s between facts and estimates.	X			X			
s between facts, inferences, and ents.	X		X			X	X
s between descriptive, causal, and normative questions and			X			X	
examines assumptions to decide he can accept them.	X	X	X			X	
leteness of data and is wary of ed on insufficient evidence. tions of data.)	X	X	X	X	X		X
(black-white) reasoning.	X					X	
art arguments and insists upon	X						
used in study to see if it is f the population for which are being made.	X				X		X
tive factors other than those urce of information.	X				X	X	
arguments; looks for another have causes the later event.	X						
ons of cause-effect relation-tions; looks for another factor both parts of correlation.			X		X		
ncies in material.	X			X		X	
PHIC SKILLS							
distances with known areas and				X			
om maps			X	X		X	
from a comparison of different the same area.			X				
ams to test hypotheses.			X				
SENSE OF TIME							
periods or events.			X				
ships among events.	X			X			

	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa
ORGANIZES AND ANALYZES INFORMATION AND DRAWS CONCLUSIONS				
*1. Applies previously-learned concepts and generalizations.	X	X	X	X
*2. Identifies differences in data.				
*3. Classifies data.				
*4. Uses simple statistical devices for analyzing data.		X	X	
*5. Draws inferences from data.				
*6. Tests, refines, and eliminates hypotheses and works out new ones where necessary.			X	
*a. Tests hypotheses against data.	X	X		X
*7. Generalizes from data.			X	X
*8. Organizes information according to some logical pattern which fits his topic.			X	
*9. Having studied the causes of the problem, examines possible consequences of alternative courses of action, evaluates them in the light of basic values, lists arguments for and against each proposal, and selects the course of action which seems most likely to prove helpful in achieving the desired goal or goals.	X	X (modified)	X	
a. Having identified and defined a problem and value-conflicts and having studied the causes of the problem and possible alternative courses of action, he makes his choice among alternatives in terms of which alternative seems most likely to achieve his goals.				X
*b. Considers possible consequences of alternative courses of action.		X		
10. In considering situations calling for action, decides whether or not one should act upon the basis of a theory by considering extent to which theory seems verified and the risks of acting or failing to act.			X	

	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa	Race	War and Peace	Good Life
ES INFORMATION AND DRAWS CON-							
-learned concepts and generaliza-	X	X	X	X	X	X	X
nces in data.						X	
							X
tical devices for analyzing data.		X	X				
rom data.					X		X
d eliminates hypotheses and works necessary.			X		X		
s against data.	X	X		X	X	X	
ata.	X		X	X	X	X	
ion according to some logical his topic.			X				
causes of the problem, examines nces of alternative courses of them in the light of basic uments for and against each ects the course of action which to prove helpful in achieving r goals.	X	X (modified)	X		X	X	
ied and defined a problem and and having studied the causes and possible alternative courses makes his choice among alterna- of which alternative seems most ve his goals.				X			
ible consequences of alternative ion.		X				X	X
tuations calling for action, r not one should act upon the by considering extent to which fied and the risks of acting			X				

	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa
COMMUNICATES EFFECTIVELY				
*1. Communicates effectively by clarifying purpose or theme, organizing materials to fit theme, and considering audience for whom he speaks or writes.	X			
*2. Organizes his information into some logical patterns which fits his topic.	X			
WORKS WELL WITH OTHERS				
*1. Is able to empathize with others, seeing things through their eyes, whether he accepts their viewpoint or sympathizes with them or not.			X	X

	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa	Race	War and Peace	Good Life
LY							
ively by clarifying purpose or aterials to fit theme, and e for whom he speaks or writes.	X						
mation into some logical his topic.	X						
with others, seeing things whether he accepts their nizes with them or not.			X	X	X		X

PLACEMENT OF ATTITUDINAL BEHAVIORS	Security-Freedom	Econ. Growth	Underdeveloped Countries	Africa
*1. Is curious about social data and wishes to read and study further in the social sciences	X	X	X	X
*2. Is committed to the free examination of social attitudes and data. Searches actively for different points of view and interpretations. Values independent thought.	X		X	X
*3. Values objectivity and desires to keep his values from affecting his interpretation of evidence, although recognizing the important role of values in making decisions about problems demanding action.	X		X	X
*a. Respects evidence even when it contradicts prejudices and preconceptions.	X			X
*b. Searches for evidence to disprove hypotheses, not just to prove them.	X		X	X
*4. Values the scientific method and rational thought as applied to social as well as to natural data.	X		X	
*5. Evaluates information and sources of information before accepting evidence and generalizations.	X		X	X
*6. Is sceptical of the finality of knowledge, considers generalizations and theories as tentative, always subject to change in the light of new evidence.			X	X
*7. Is sceptical of conventional truths and demands that widely-held and popular notions be judged in accordance with standards of empirical evidence.		X	X	
*8. Values knowledge for the sake of knowledge, as a means of helping man understand the world in which he lives.				X
*9. Believes that the social sciences can contribute to men's welfare by providing information and explanatory generalizations which help them achieve their goals.			X	
*10. Is sceptical of single-factor theories of causation in the social sciences.	X	X	X	X
*11. Is sceptical of panaceas.		X	X	X
*12. Values change as a means of achieving goals but does not equate change with progress.			X	

DINAL BEHAVIORS	Security-Freedom	Econ. Growth	Underdeveloped Countries	Africa	Race	War and Peace	Good Life
social data and wishes to read r in the social sciences	X	X	X	X		X	
the free examination of social ta. Searches actively for different nd interpretations. Values indepen-	X		X	X	X	X	X
ty and desires to keep his values is interpretation of evidence, zing the important role of values ons about problems demanding action.	X		X	X		X	
ence even when it contradicts prej- reconceptions.	X			X	X	X	
evidence to disprove hypotheses, not them.	X		X	X			
tific method and rational thought cial as well as to natural data.	X		X		X		
ation and sources of information evidence and generalizations.	X		X	X		X	
the finality of knowledge, con- ations and theories as tentative, o change in the light of new			X	X	X	X	X
conventional truths and demands and popular notions be judged in standards of empirical evidence.		X	X				
for the sake of knowledge, as a man understand the world in				X			
e social sciences can contribute by providing information and ralizations which help them achieve			X		X		
single-factor theories of causa- al sciences.	X	X	X	X	X	X	
panaceas.		X	X	X	X	X	
a means of achieving goals but change with progress.			X				X

	Security & Freedom	Econ. Growth	Underdeveloped Countries	Africa
*13. Is patient with attempted reforms; looks at current situations from the perspective of the time needed for changes in the past.			X	
*14. Appreciates and respects the cultural contributions of other countries, races, and religions.				X
*15. Feels a sense of responsibility for keeping informed about current problems.	X	X	X	X
*16. Values human dignity.			X	X
*17. Is sensitive to the feelings of others.				
*18. Treats people as individuals, not as members of a particular group.				
19. Respects the rights of others.				
*a. Desires to protect the rights of minorities.				X
*20. Believes in equality of opportunity for all.				
*21. Believes in the possibilities of improving social conditions.			X	
*22. Values institutions as a means of promoting human welfare, not because of tradition; is willing to change institutions as times create new problems.	X			
*23. Evaluates proposals, programs, events and conditions in terms of their effects upon individuals as human beings.			X	X
*24. Has a reasoned loyalty to the United States and desires to make it an ever-better place in which to live.	X			
*25. Supports freedom of thought and expression.	X			X
*26. Values procedural safeguards for the accused.	X			
27. Attempts to identify, examine, and clarify his own values and to work out a consistent value system.	X			
28. Attempts to work out a considered philosophy of life.				
29. Is committed to an attempt to achieve goals related to his values.				
30. Cooperates with others toward common goals, but rejects unthinking conformity.				
31. Holds himself accountable for his own actions.				
*32. Feels a sense of responsibility for taking informed action about problems confronting the nation.				

	Security & Freedom	Econ. Growth	Underdeveloped Countries	Africa	Race	War and Peace	Good Life
empted reforms; looks at cur- m the perspective of the time in the past.			X				
pects the cultural contribu- tries, races, and religions.				X			
sponsibility for keeping in- t problems.	X	X	X	X	X	X	
y.			X	X	X		X
feelings of others.							X
dividuals, not as members of a					X		
of others.							X
ct the rights of minorities.				X	X		
y of opportunity for all.							X
sibilities of improving social			X		X		X
as a means of promoting human of tradition; is willing to as times create new problems.	X					X	X
, programs, events and condi- neir effects upon individuals			X	X	X	X	X
alty to the United States and an ever-better place in which	X						X
thought and expression.	X			X			
afeguards for the accused.	X						
, examine, and clarify his own out a consistent value system.	X					X	X
t a considered philosophy of							X
attempt to achieve goals relat-							X
ers toward common goals, but conformity.							X
ntable for his own actions.							X
sponsibility for taking inform- blems confronting the nation.					X	X	

SEQUENTIAL DEVELOPMENT OF GENERALIZATIONS	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa
*1. Freedom's relationship to democracy is a close and obvious one; the organization of majorities, the competition in goals, and the ability to oppose which democracy presupposes, all depend on a high degree of personal freedom.	X			X
* a. Constitutions may contain negative prohibitions as well as grants of power and statements of relationships; that is, they may in democracies prevent majority action on some subjects or at least slow such action down.	X			
* b. In complex societies, non-governmental aggregates of power or influence may be enemies of freedom in that they may deprive the individual of options just as surely as government may.	X			
* 1) Government action may help increase as well as restrict individual rights.	X			
*2. The contrast between democratic and non-democratic political systems may be looked at as a conflict in basic underlying values.	X			
*3. Totalitarianisms extend the scope of politics far beyond the usual to include almost all aspects of life.	X			
*4. Political scientists have long assumed that there are social conditions, which a society must meet before it can make a go of democracy; they hardly agree on what they are, but most suggest common values, a communication system, a stable society, and a minimum economic well-being.				X
* a. Democracy does not bear up well in societies in which basic dissatisfactions with the social and economic institutions prevail and become the focus of political competition.	X			
*1) Compromise is more easily achieved in those political systems in which there is agreement on questions touching upon the fundamental social, economic, and political institutions.	X			

T OF GENERALIZATIONS	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa	Race Conflict	War and Peace	Good Life
ship to democracy is a close he organization of majorities, goals, and the ability to oppose esupposes, all depend on a high freedom.	X			X			
ay contain negative prohibitions ts of power and statements of hat is, they may in democracies y action on some subjects or at action down.	X						
eties, non-governmental aggre- or influence may be enemies of they may deprive the individual as surely as government may.	X						
ction may help increase as well individual rights.	X						
en democratic and non-democratic may be looked at as a conflict g values.	X						
xtend the scope of politics far o include almost all aspects of	X						
ts have long assumed that there ons, which a society must meet a go of democracy; they hardly are, but most suggest common ation system, a stable society, omic well-being.				X			
not bear up well in societies in satisfactions with the social and utions prevail and become the cal competition.	X						
s more easily achieved in those stems in which there is agree- tions touching upon the funda- l, economic, and political .	X						

	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa	R C
*5. Ideologies are important for the structure they give to the political system, the answers they give to ambiguous situations, add the cues for responses they suggest; that is, an ideology is a guide, manual, and cue-book.	X				
*a. People with different ideologies perceive things differently.	X				
*6. The means used may make it difficult to achieve the stated ends or goals.	X				
*7. The community demands order and stability--goals which may be incompatible with the demands of individuals. The continuing attempt to solve the dilemmas of this conflict is, perhaps, the central problem in all of political philosophy and in all attempts to create and modify political institutions.	X			X	
* a. Groups engaged in continued struggle with the outside tend to be intolerant within. They tolerate few departures from group norms.	X				
*1) Countries are more intolerant of those it considers subversives in times of crises and threats from abroad than during times when they face no such threats.	X				
#8. Constitutions must have an ultimate interpreter, since they are by nature ambiguous and nonspecific.	X				
*9. Constitutions change by formal amendment and by changes in custom and interpretation.	X				
*10. The political system needs to enjoy legitimacy if it is to survive.				X	
*11. Any decision is, in part, a product of the internalized values, the perceptions, and the experiences of the persons making the decision.	X			X	
# 12. The decision-mkaer reacts to pressures from other decision-makers as well as to pressures from the outside (such as public opinion and interest groups).				X	

	Security-Freedom	Economic Growth	...de-veloped Countries	Africa	Race Conflict	... and Peace	Good Life
...nt for the structure they ...system, the answers they give ...s, add the cues for responses ... an ideology is a guide,	X						
...t ideologies perceive things	X						
...e it difficult to achieve ...ls.	X						
...order and stability--goals ...ble with the demands of ...nuing attempt to solve the ...ict is, perhaps, the central ...tical philosophy and in all ... modify political	X			X			
...ontinued struggle with the ... intolerant within. They ...ures from group norms.	X						
...re intolerant of those it ...sives in times of crises and ...oad than during times when ...h threats.	X						
...e an ultimate interpreter, ...re ambiguous and nonspecific.	X						
...y formal amendment and by ... interpretation.	X						
...eeds to enjoy legitimacy if				X			
...rt, a product of the inter-...rceptions, and the exper-...making the decision.	X			X	X		
...cts to pressures from other ...l as to pressures from the ...c opinion and interest				X			

	Security-Freedom	Growth	Underdeveloped Countries	Africa
*a. Even those courts appointed for life are not free from the all-pervasive pressures of public opinion, widely-held values and beliefs, and other political pressures.	X			
*b. The interest group attempts to bring aggregates of influence to bear upon decision-makers by attempts to frame the possible choices the decision-makers have, by direct influence, by education, and by attempts to control the selection of the decision-maker.	X			
*c. Every political decision-maker is dependent on advice, knowledge, information, and poltical intelligence.				X
*13. Executive decisions are limited by many factors: permissability, available resources, available time, available information, and previous commitments.				
*14. A law or policy must be effectuated and applied; in that process the whole decision-making process goes on again.	X			X
*15. Taking the policy-making process as a whole, the general strategic advantage always lies with the status quo whose supporters have status, acceptability, access to political power, and financial advantages.			X	
*16. The leadership of any group must try to maintain group cohesion and also organize its strategies and provide intellectual leadership.				X
+a. The different tasks of leadership may be assumed by one man or shared by a number of people.				
+b. The type of leader tends to differ in different situations which require different kinds of leaders if they are to be effective.				
*17. Federalism pays greater homage than unitary systems to local differences and autonomy, but it also pays the greater price in inconsistency, diversity, and competition.	X			X

	Security - Freedom	[illegible] Growth	Underdeveloped Countries	Africa	[illegible] Conflict	War and Peace	Good Life
appointed for life are not pervasive pressures of public ld values and beliefs, and essures.	X						
attempts to bring aggregates ar upon decision-makers by the possible choices the ve, by direct influence, by attempts to control the ecision-maker.	X						
cision-maker is dependent ge, information, and poltical				X			
re limited by many factors: able resources, available mation, and previous						X	
be effectuated and applied; nole decigion-making process	X			X			
ing process as a whole, the antage always lies with the orters have status, accept- litical power, and financial			X				
group must try to maintain so organize its strategies ual leadership.				X	X		
s of leadership may be or shared by a number of					X		
tends to differ in different equire different kinds of e to be effective.					X		
er homage than unitary erences and autonomy, but it price in inconsistency, tion.	X			X			

	Security-Freedom	Growth	Underdeveloped Countries	Africa
*18. The separation of powers is built on an assumption of a division of political functions which cannot be demonstrated in reality.	X			
# a. The law-making function is undertaken by all three branches.	X			
# b. When legislatures oversee administrative agencies, they participate in the administrative and executive processes.	X			
*19. The unequal distribution of power reflects the fact of political organization; individuals join into aggregates (parties, interest groups, etc.) to increase their political power by joining it with others.				
*a. The development of group pride, positive identification with one's group, is essential to determined efforts to achieve an end to discrimination.				
*1) People do not work actively in voluntary organizations unless they have a sense of group pride, of positive identification with the group.				
b. Protest movements are most successful when the preconditions for change in a society have been achieved, the object of protest is clear, and the form of protest is considered appropriate and legitimate.				
*20. One-party systems tend to develop a competitiveness within the dominant party, but this factional competitiveness lacks the stability and predictability of inter-party competition.				X
# 21. Political parties differ by structure and by function.				X
* a. The relative centralization or decentralization of power within political parties reflects in great part the centralization or decentralization of authority within the political system as a whole.				X

	Security-Freedom	Growth	Underdeveloped Countries	Africa	Conflict	War and Peace	Good Life
wers is built on an assumption litical functions which cannot reality.	X						
unction is undertaken by all	X						
s oversee administrative agencies, in the administrative and ses.	X						
ution of power reflects the rganization; individuals join rties, interest groups, etc.) olitical power by joining it					X		
of group pride, positive ith one's group, is essential forts to achieve an end to					X		
work actively in voluntary unless they have a sense of of positive identification with					X		
s are most successful when the r change in a society have been ject of protest is clear, and est is considered appropriate					X		
end to develop a competitiveness party, but this factional ks the stability and predict- rty competition.				X			
iffer by structure and by func-				X			
tralization or decentralization political parties reflects in entralization or decentralization hin the political system as a				X			

	Freedom	Economic Growth	Underdeveloped Countries	Africa
*22. Individuals know the political system as a set of images and pictures created for them by communicators; they react to those images rather than to the real world and real people.	X			
*23. The world is a community of inter-dependent countries. Important happenings in one part of the world affect other parts.				X
a. War is a complex social process.				
b. War is a major world problem.				
*1) War has serious physical and psychological effects upon people in wartorn areas.				
*2) Wars have an important economic impact upon people.				
*c. War seems to be the result of multiple, interrelated causes.				
*24. All societies have potential conflict among their members and must work out some means of accommodating differences.				X
*a. Groups may engage in power conflict; one group tries to dominate another in order to take something from it, such as its labor or wealth.				X
#b. Conflict may be over economic or non-economic goals.				X
*c. Compromise is easier where there is no ideological perception of the issues, that is, where the issues are not seen as related to other issues.	X			
*d. Compromise is more likely to occur where there is a relative equality of power, and, therefore, something approaching a deadlock in the decision.				
*e. Continued engagement in conflict tends to bring about the acceptance by both parties of common rules regulating the conduct of the conflict.				
*f. Struggle may bring together otherwise unrelated groups. Coalitions and temporary associations will result from conflict where primarily pragmatic interests of the participants are involved.				X

	Freedom	Economic Growth	Underdeveloped Countries	Africa	Race Conflict	War and Peace	Good Life
e political system as a set of created for them by communi- to those images rather than to real people.	X						
unity of inter-dependent t happenings in one part of the parts.				X		X	
social process.						X	
orld problem.						X	
us physical and psychological people in wartorn areas.						X	
important economic impact upon						X	
the result of multiple, inter-						X	
potential conflict among their rk out some means of accommo-				X			
e in power conflict; one group e another in order to take t, such as its labor or wealth.				X	X		
over economic or non-economic				X			
sier where there is no ideo- on of the issues, that is, are not seen as related to	X						
re likely to occur where there uality of power, and, therefore, ching a deadlock in the						X	
ment in conflict tends to bring ance by both parties of common the conduct of the conflict.						X	
ng together otherwise unrelated ns and temporary associations conflict where primarily nts of the participants are				X		X	

	Economic Freedom	Economic Growth	Less-developed Countries	Africa
* 25. Political revolutions are usually the result of multiple causes.				
+a. There are many causes of revolutions, although different causes may be more important in one revolution than in another.				X
+b. Perceived deprivation and the belief that such deprivation is not inevitable contribute to revolutionary and other protest movements.				
*26. Imperialism, and particularly attitudes of superiority by members of the imperialist country, give rise to feelings of frustration; when combined with the diffusion of nationalistic ideas, it helps give rise to feelings of nationalism.				X
* 27. The international system may be looked at as a series of dynamic power relationships.			X	
* a. Nationalism usually makes people prepared to divert resources and effort into channels in which they will make a maximum contribution to national power or goals.			X	
*b. There are many sources of national power in dealing with other nations.				
*1) Military capacity is an important factor in the development of national power, but not the only one or even the dominant one.			X	X
* a) Military power as a means of national power depends upon the willingness to use it.				
*b) Force as a means of national power depends not only on the effective proponderance of force but on the possibility that its use may alienate the support of other nations.				
* 2) Differences in population, resources, and economy may be reflected in differences in national power; that is to say, they are important bases or components of national power.				

	Freedom	Economic Growth	Developed Countries	Africa	Race Conflict	War and Peace	Good Life
are usually the result of					X		
ses of revolutions, although ay be more important in one another.				X			
on and the belief that such inevitable contribute to other protest movements.					X	X	
icularly attitudes of s of the imperialist country, of frustration; when combined nationalistic ideas, it elings of nationalism.				X		X	
tem may be looked at as a er relationships.			X			X	
makes people prepared to nd effort into channels in ke a maximum contribution r goals.			X			X	
rces of national power in nations.						X	
y is an important factor in of national power, but not even the dominant one.			X	X		X	
er as a means of national s upon the willingness to						X	
eans of national power nly on the effective pro- force but on the possi- its use may alienate the her nations.						X	
opulation, resources, and reflected in differences in that is to say, they are im- r components of national						X	

	Security - Freedom	Economic Growth	Underdeveloped Countries	Africa	R C
*a) Industrial capacity and energy sources are important bases of national power.					
*b) National power is affected by resources and industry as well as by military strength.				X	
*3) Nations may pool their power behind common goals in varying systems of alliances and combinations.				X	
*28. National power may be brought to bear upon other nations through many channels and mechanisms; force diplomacy, international law, international organizations; the choice among them depends on the nature of the goal, its importance, the effectiveness of the means, its acceptability, etc.					
*a. The instruments of national power are not mutually exclusive.					
1) A country may combine elements of collective security with balance of power concepts.					
29. The international system has several means and mechanisms for resolving conflict but none has been successful consistently in preserving peace.					
a. Diplomacy, the bargaining and negotiation of states over matters of mutual interest, is most successful where there is relative equality of power among the participants.					
b. International law lacks the enforcement machinery of national law and thus is useful in resolving disputes only if the sovereign states involved agree to adhere to it.					
c. Past and present international organizations have been successful in dealing with social, economic, and/or technical problems but have had limited success in political disputes and in providing for the collective security of members.					

	Security - Freedom	Economic Growth	Underdeveloped Countries	Africa	Race Conflict	War and Peace	Good Life
l capacity and energy sources tant bases of national power.						X	
power is affected by resources try as well as by military				X			
pool their power behind common ying systems of alliances and .				X		X	
be brought to bear upon other ny channels and mechanisms; force tional law, international or- oice among them depends on the , its importance, the effective- its acceptability, etc.						X	
of national power are not sive.						X	
y combine elements of collective h balance of power concepts.						X	
system has several means and olving conflict but none has nsistently in preserving peace.						X	
bargaining and negotiation of ters of mutual interest, is most re there is relative equality of participants.						X	
aw lacks the enforcement mach- al law and thus is useful in utes only if the sovereign agree to adhere to it.						X	
t international organizations ssful in dealing with social, r technical problems but have cess in political disputes and r the collective security of						X	

	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa	R C
1) International organizations created to date lack the universality of scope, legitimacy, and monopoly of sanctions associated with the concept of world government.					
*30. In the international system, inequalities of power only invite the use of some form of coercion. The balance of power strategy is based on this premise.					
*31. Each nation in the international system begins its relations by setting its own goals and strategies.					
*a. Foreign policy considerations are affected by ideology, considerations of national self-interest, perceptions of power relationships between countries, expectations about how other nations will act, and domestic problems at home.				X	
*1) The process by which a nation sets its foreign policy is very much a part of its internal politics.					
a) The formal distinction between domestic and foreign policy is increasingly unclear.				X	
32. The policy of peace through power has been criticized by diverse groups who advocate very different solutions to the problem of war.					
a. Each solution to the problem of war is based upon different assumptions about the causes of war, the probability of total war, estimates of its destructiveness, and value choices.					
*33. Man uses his physical environment, in terms of his cultural values, perceptions, and level of technology.			X	X	
*a. Whether or not a country's size provides more advantages or disadvantages depends upon the problems inhabitants face at a particular time, upon their goals, and upon their level of technology.				X	

	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa	Race Conflict	War and Peace	Good Life
nal organizations created to the universality of scope, , and monopoly of sanctions with the concept of world .						X	
l system, inequalities of he use of some form of coercion. r strategy is based on this						X	
international system begins its g its own goals and strategies.						X	
onsiderations are affected by erations of national self- tions of power relationships s, expectations about how other , and domestic problems at home.				X		X	
y which a nation sets its for- s very much a part of its in- cs.						X	
distinction between domestic n policy is increasingly un-				X			
through power has been crit- roups who advocate very dif- the problem of war.						X	
the problem of war is based ssumptions about the causes of lity of total war, estimates veness, and value choices.						X	
al environment, in terms of his rceptions, and level of			X	X			
country's size provides more advantages depends upon the ants face at a particular time, , and upon their level of				X			

	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa
*b. The significance of location depends upon cultural developments both within and outside the area.				X
*c. The topography of a region may set up limitations upon man's activities given a specific level of technology, but man has learned to overcome many of the earlier limitations.				X
+d. Obstacles to communication can be social as well as physical; social barriers include language differences, cultural differences, class and caste differences, and ideological differences.				X
*e. Climate may set up limitations upon man's activities given a specific level of technology, but man has learned to overcome many of the earlier limitations.				X
*f. Types of agriculture in a region depend upon man's cultural values, perceptions, and technology as well as upon climate, soils, and topography.				X
*g. Man changes the character of the earth.				X
*h. Population distribution reflects man's values and his technology as well as climate, topography, and resources of an area.				X
*i. Natural resources are of little value until man acquires the skill and desire to use them.				X
*34. Unevenly distributed phenomena form distinctive patterns on the map.				X
*35. Population is distributed unevenly over the earth's surface; many of the land areas are sparsely populated.				X
*36. Temperature is affected by the distance from the equator, elevation, distance from the warm water bodies, ocean currents, prevailing winds, physical features which block winds from certain directions, and by air pressure systems.				X

	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa	Race Conflict	War and Peace	Good Life
ce of location depends upon opments both within and outside				X			
of a region may set up on man's activities given a of technology, but man has rcome many of the earlier lim-				X			
ommunication can be social as al; social barriers include rences, cultural differences, e differences, and ideological				X			
t up limitations upon man's en a specific level of technol- as learned to overcome many of mitations.				X			
ulture in a region depend upon values, perceptions, and well as upon climate, soils, .				X			
e character of the earth.				X			
tribution reflects man's values logy as well as climate, top- esources of an area.				X			
rces are of little value until he skill and desire to use them.				X			
ted phenomena form distinctive ap.				X			
tributed unevenly over the many of the land areas are d.				X			
fected by the distance from ation, distance from the warm an currents, prevailing winds, which block winds from cer- and by air pressure systems.				X		X	

	Security Freedom	...mic Growth	Underde veloped Countries	Af...	C
*a. Seasonal variations tend to be less in areas close to the equator.				X	
* 37. Rainfall is affected by distance from bodies of water, ocean currents, wind direction, air pressure systems, temperature, and physical features which block winds carrying moisture.				X	
* a. Winds which blow over cold water bodies are cooled and tend to pick up moisture when they warm up as they pass over land areas which are hot.				X	
*b. The land in hot regions dries fast as the warm air picks up moisture; therefore, more rain is needed to grow crops or vegetation in these regions than in regions which are not so hot.				X	
*38. Vegetation is affected by temperature, rainfall and soil.					
a. Vegetation is affected by seasonal variations in precipitation, as well as by the total amount of precipitation.				X	
* 39. Soil in a particular place is affected by the type of basic rock in the region; the climate; vegetation; erosion; wind, and rivers which move soil as well as by how man treats the soil.				X	
*a. Nature chan... the face of the earth through biotic pro... ses.				X	
*40. Water power ... be used to create electricity needed to run machines in factories.				X	
*41. A place needs cheap and rapid transportation in order to carry on much trade with other places.				X	
* a. Improved transportation facilities make possible wider and bigger markets for goods as well as greater and less costly access to resources.				X	
*42. Some things can be produced better in one place than in another because of climate, resources, transportation routes, access to markets, people's skills, etc.			X		

	Security Freedom	...mic Growth	Underde veloped Countries	Af...	...e Conflict	War and Peace	Good Life
...s tend to be less in areas ...or.				X			
... by distance from bodies of ..., wind direction, air pres- ...ture, and physical features ...rying moisture.				X		X	
...ver cold water bodies are ... pick up moisture when they ...ss over land areas which are				X			
...gions dries fast as the warm ...ure; therefore, more rain is ...ps or vegetation in these ...gions which are not so hot.				X			
...d by temperature, rainfall						X	
...cted by seasonal variations ... as well as by the total ...tation.				X			
... place is affected by the type ... region; the climate, veg- ...d, and rivers which move soil ...n treats the soil.				X			
...e face of the earth through				X			
...sed to create electricity ...es in factories.				X			
...nd rapid transportation in ...ch trade with other places.				X			
...tation facilities make pos- ...igger markets for goods as ...nd less costly access to				X			
...roduced better in one place ...use of climate, resources, ...s, access to markets, people's			X				

	Security Freedom	Economic Growth	Underdeveloped Countires	Africa
* 43. Specialization of individuals, regions, and countries makes for interdependence.			X	X
*a. People in most societies depend on people who live in other regions and countries for goods and services and for markets for their goods.				X
*44. Every area on earth contains a combination of phenomena which share the space of places and regions. Some of these phenomena are closely interrelated, whole others merely happen to be there and may have no causal dependence upon the others. Those phenomena which are tied together causally result in places and regions of distinctive character.				X
*45. A given culture is an integrated whole based on fundamental postulates or values.				X
*46. Although culture is always changing, certain parts or elements persist over long periods of time.				X
* a. Culture traits may change as a result of diffusion.			X	X
* 1) Peoples who are in contact with each other are likely to borrow cultural traits from each other. Migration of people from one part of the world to another involves the movement of culture and material objects, thus resulting in changes in the area to which people migrate.				X
*b. Culture traits may change as a result of invention from within the society.				X
*c. Changes in one aspect of culture will have effects on other aspects; changes will ramify, whether they are technological, in social organization, in ideology, or whatever else is a part of the cultural system.				X
* 1) All the institutions in a society are related; because of this interrelationship, changes in one institution are likely to affect other institutions.			X	X

	Security Freedom	Economic Growth	Underdeveloped Countires	Africa	Peace Conflict	War and Peace	Good Life
of individuals, regions, and for interdependence.			X	X			
st societies depend on people who r regions and countries for goods and for markets for their goods.				X		X	
arth contains a combination of share the space of places and f these phenomena are closely hole others merely happen to be ave no causal dependence upon the henomena which are tied together in places and regions of distinc-				X			
is an integrated whole based on tulates or values.				X			
e is always changing, certain ts persist over long periods of				X			X
ts may change as a result of			X	X			
ho are in contact with each other to borrow cultural traits from r. Migration of people from one he world to another involves the of culture and material objects, lting in changes in the area to ple migrate.				X			
ts may change as a result of om within the society.				X			
ne aspect of culture will have ther aspects; changes will ramify, are technological, in social or- in ideology, or whatever else is a cultural system.				X			
nstitutions in a society are re- cause of this interrelationship, n one institution are likely to her institutions.			X	X			

	Security Freedom	Economic Growth	veloped Countries	Africa	C
*d. Some values are conducive to change; some make change difficult.			X	X	
* e. All cultures have some aspects where change is valued and others where it is not valued.			X		
* 1) Change in society is likely to occur more frequently in the less basic, less emotionally charged, more instrumental or technical aspects than in such things as basic values, primary group relations, territorial and religious stability, and prestige systems.			X		
*f. People usually do not discard a trait completely; they are more likely to modify it to fit into new situations.				X	
*g. Certain aspects of the social structure may inhibit marked social change and innovation.			X	X	
*h. To be successful, a person who tries to introduce technological change into another country must analyze many factors.			X		
1) Attempts by outsiders to introduce change may fail if the outsiders fail to study the existing culture thoroughly in order to find out the basis for existing practices.					
2) Those who try to introduce change will fail if they fail to arouse a feeling that change is needed.			X	X	
*3) Attempts to introduce change may fail if those attempting to introduce the change do not try to fit the change into the value system of the society to be changed.			X		
4) The role and status of the innovator is an important variable in analysis of innovation and its acceptance or rejection by the group.				X	
i. Frequently, change introduced from the outside is accepted for a time, with resulting loss of traditional values and conflicts between generations. Later, as members of the society discover that they cannot participate fully in the dominant culture, or as they develop				X	

	Security Freedom	Economic Growth	veloped Countries	Africa	Race Conflict	and Peace	Good Life
conducive to change; some make			X	X			
some aspects where change is where it is not valued.			X				
iety is likely to occur more the less basic, less emotion- more instrumental or technical n such things as basic values, relations, territorial and bility, and prestige systems.			X				
o not discard a trait completely; kely to modify it to fit into				X			
of the social structure may ocial change and innovation.			X	X			
, a person who tries to intro- al change into another country y factors.			X				
utsiders to introduce change he outsiders fail to study culture thoroughly in order to basis for existing practices.							
to introduce change will fail o arouse a feeling that change			X	X			
ntroduce change may fail if ing to introduce the change do t the change into the value society to be changed.			X				
status of the innovator is an iable in analysis of innovation tance or rejection by the group.				X			
ge introduced from the outside a time, with resulting loss of es and conflicts between gener- s members of the society dis- cannot participate fully in ture, or as they develop				X			

	Society-Freedom	Economic Growth	Underdeveloped Countries	Africa
feelings of insecurity, they react by developing nativistic movements to reject the foreign culture and restore old cultural values.				
*47. Human beings are members of the same species; they are far more alike physically than they are different.			X	
*a. Separation of human beings into races is done on a physical basis; this separation tends to emphasize the differences and deemphasize the similarities among humans.				
*b. All peoples have certain basic drives, although they satisfy them differently.				
*48. In all societies people are expected to behave in certain ways and are taught to believe that certain things are good and certain things bad.				
*49. Much of man's behavior is acquired through a process of socialization (building group values into the individuals).				
*a. Within the primary group of family the parents and older siblings or other relatives direct expectations (organized into roles) toward the child. They reinforce these with both positive and negative sanctions.				
*1) The child internalizes these expectations and acts out roles according to the way he interprets the expectations (defines the situation).				
*2) Through the process of socialization, individuals become members of a group by learning role expectations and to perform a wide variety of tasks.				
*3) Through the process of socialization, each individual acquires a self.				
*(a) Some members of minority groups have exhibited hatred of their own group; they have learned (been socialized) to accept the majority group's perceptions of their own minority group.				

	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa	Race Conflict	War and Peace	Life
security, they react by develop- movements to reject the foreign store old cultural values.							
members of the same species; they e physically than they are			X		X		
human beings into races is done basis; this separation tends to differences and deemphasize the among humans.					X		
ve certain basic drives, although hem differently.							X
people are expected to behave nd are taught to believe that e good and certain things bad.							X
avior is acquired through a lization (building group values uals).					X		
mary group of family the parents lings or other relatives direct (organized into roles) toward y reinforce these with both egative sanctions.							X
internalizes these expectations t roles according to the way he the expectations (defines the							X
process of socialization, indi- come members of a group by learn- xpectations and to perform a wide tasks.					X		
process of socialization, each acquires a self.					X		X
mber of minority groups have d hatred of their own group; e learned (been socialized) to the majority group's perceptions r own minority group.					X		

	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa
b. Child-rearing techniques have a great effect on personality factors such as conscience, anxiety, aggressiveness, independence, and attitudes toward achievement.				
*c. In different societies or in different groups in any one society, some emotions and sentiments are strongly repressed; others are encouraged. As a result, any one group has a modal personality or personalities among its adults.				
*d. Social sanctions, both formal and informal, are used in the process of socialization and later to maintain social control; however, social control is also furthered by internalized values which result from socialization.				
e. Rational choice making (the seeking of goals, the assessment of alternatives) is a socially-acquired skill.				X
*f. The exercise of freedom is culturally determined; the individual has to be taught what the options are, how one goes about exercising them, why he should exercise them.				
*g. The process of socialization is a continuous process; the individual acquires new values and patterns of behavior, and a sharp change in his life may result in re-socialization.	X			
*50. Members of a small group influence the behavior of other members by setting up and enforcing norms for proper behavior.	X			
*a. When caught between cross-pressures of norms and values of different groups to which a person belongs, a person suffers emotional strain.				X

	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa	Race Conflict	War and Peace	Good Life
niques have a great effect ctors such as conscience, veness, independence, and achievement.							X
eties or in different groups y, some emotions and senti- y repressed; pthers are en- sult, any one group has a or personalities among its							X
both formal and informal, are ss of socialization and later l control; however, social rthered by internalized values n socialization.							X
aking (the seeking of goals, alternatives) is a socially-				X			
reedom is culturally deter- dual has to be taught what how one goes about exercising ld exercise them.					X		
cialization is a continuous vidual acquires new values ehavior, and a sharp change esult in re-socialization.	X						
roup influence the behavior setting up and enforcing norms	X						
en cross-pressures of norms fferent groups to which a person suffers emotional				X			

	Security Freedom	Economic Growth	...ue-veloped Countries	Afric
*1) An individual brought up in one culture and then thrust into another faces serious problems of adjustment to the new culture; the resulting culture conflict involves mental conflict and tension.				X
*51. Whenever things valued by a society are scarce, there will be differential access to and control of these valued and scarce things by sub-groups within the society.			X	
* a. Control of one or a few scarce valued things may enable the group to get control of other scarce and valued things and thus pyramid their power.			X	
*52. Differntial treatment of individuals because they are members of a particular group presents a problem to society because of the conflict with our basic cultural values and because of wide-ranging effects of that discrimination upon society as a whole and on individual members of the society.				
*53. The nature of discrimination and prejudice against a specific group is the result of particular group interactions over time.				
*54. Authoritarian personalities tend to be conformist, to use stereotyped thinking, and to project their own traits onto other people; many prejudiced people are authoritarian personalities.				
*55. Discrimination against a minority group tends to isolate members of the group and promotes retention of their cultural values.				X
*56. People try to work out rationalizations for behavior which is inconsistent with their basic values. Racism is a relatively recent development which has served as a rationalization for discrimination against other races.				X

	Security: Freedom	Economic Growth	...ue-veloped Countries	Africa	...Conflict	... and Peace	Good Life
...idual brought up in one culture ... thrust into another faces ...problems of adjustment to the ...ure; the resulting culture con-...volves mental conflict and				X			
...alued by a society are scarce, ...ferential access to and control ...nd scarce things by sub-groups ...y.			X				
... or a few scarce valued things ... group to get control of other ...ued things and thus pyramid			X				
...ment of individuals because they ... particular group presents a ...y because of the conflict with ...l values and because of wide-...f that discrimination upon ...e and on individual members of					X		
...crimination and prejudice a-... group is the result of partic-...actions over time.					X		
...rsonalities tend to be conformist, ...d thinking, and to project their ...ther people; many prejudiced ...ritarian personalities.					X		
...gainst a minority group tends to ...f the group and promotes reten-...itural values.				X	X		
...rk out rationalizations for ... inconsistent with their basic ... a relatively recent develop-...erved as a rationalization for ...gainst other races.				X	X		

	Equality - Freedom	Economic Growth	Underdeveloped Countries	Africa
* a. Racial beliefs involve strongly-held attitudes which affect behavior both at the conscious and unconscious level.				X
*57. Frustration and/or self-hatred or self-doubts may lead to apathy.				X
*58. Frustration may lead to aggression.	X		X	X
*59. Not all members of any group are exactly alike.	X			
*a. Members of any group are attracted to it for varying reasons, some of which have nothing to do with the goals of the organization.	X			
*b. Members of any group have varying degrees of interest and participation.	X			
*c. Members of any group may disagree on many things not related to the particular goals of the group; they may even disagree about some of these goals and particularly about ways of achieving them.	X			
*d. One of the major causes of factionalism within a group is the involvement of its members in other groups and organizations with competing goals and values.	X			
*60. Every economic system faces scarcity or a lack of enough productive resources to satisfy all human wants.			X	X
*61. There is a great gap between living levels of the richest and the poorest nations. Living levels in the U.S. are very high compared to those in most countries.			X	X
*a. People's ideas of what constitutes an adequate level of living on one hand or poverty on the other changes as average living levels change.			X	X

	Equality - Freedom	Economic Growth	Underdeveloped Countries	Africa	Race Conflict	War and Peace	Life
involve strongly-held attitudes avior both at the conscious level.							
				X	X		
self-hatred or self-doubts				X	X		X
d to aggression.	X		X	X	X		X
any group are exactly alike.	X						
roup are attracted to it for some of which have nothing oals of the organization.	X						
roup have varying degrees of rticipation.	X						
roup may disagree on many ded to the particular goals of may even disagree about some and particularly about ways em.	X						
r causes of factionalism within involvement of its members in d organizations with competing s.	X						
tem faces scarcity or a lack of resources to satisfy all			X	X			
ap between living levels of the orest nations. Living levels in high compared to those in most			X	X			
of what constitutes an adequate on one hand or poverty on the s average living levels change.			X	X			

	Freedom	Economic Growth	Underdeveloped Countries	
*b. It is difficult to compare real wages between countries because of differences in the importance of different types of goods for consumers, because of difficulties of assessing the comparative purchasing power of monetary systems, because of the differences in quality of goods, and because of differences in the amount of socialized benefits provided by different countries.			X	
*62. Living levels do not rise unless output of production grows at a faster rate than population.		X	X	
+63. The U.S. economy has shown continued growth in the last century but it has had periods of instability and some rather servere ups and downs.		X		
+a. Living levels in the U.S. have been rising rapidly, although at an uneven pace; the long term trend is up despite depressions and recessions.		X		
64. Economic growth is difficult to measure exactly, but serval statistical measures provide workable estimates.		X		
*a. Measurements of the nation's economy or national income statistics and index numbers make it possible for people to measure economic growth and to evaluate economic policies.		X		
#b. Some aspects of economic growth are difficult to measure. Along with growth in the GNP have come great changes in leisure time, quality and variety.		X		
*65. At any specific time, the toal economic output, is affected by the quantity and quality of productive resources (land or natural resources, labor, and capital goods), by the level of technology, and by the efficiency of the organizatinnal structure.		X	X	X

	Freedom	Economic Growth	Developed Countries		Race Conflict	and Peace	Life
to compare real wages between se of differences in the impor- ent types of goods for consumers, iculties of assessing the chasing power of monetary e of the differences in quality ecause of differences in the lized benefits provided by ries.			X				
ot rise unless output of t a faster rate than population.		X	X				
as shown continued growth in ut it has had periods of me rather servere ups and downs.		X					
n the U.S. have been rising gh at an uneven pace; the long p despite depressions and							
s difficult to measure exactly, tical measures provide workable		X					
t the nation's economy or e statistics and index numbers le for people to measure economic valuate economic policies.		X					
f economic growth are difficult ng with growth in the GNP have nges in leisure time, quality		X					
ime, the toal economic output, e quantity and quality of ces (land or natural resources, l goods), by the level of the efficiency of the organ- e.		X	X	X			

	Security-Freedom	...mic Growth	Underdeveloped Countries	Africa
a. The ability of a country to produce is limited in part by available natural resources; however, a country may be able to acquire resources from other countries by selling goods and services which it can produce.		X	X	X
*1) Output is affected by the quality as well as the quantity of natural resources; quality is affected by access as well as by fertility or richness.		X		
+a) Access affects the quality of resources and lack of access or difficulty of access may limit economic development.				X
*b. Economic output is affected by the quality of labor or labor skills (and health) as well as the quantity of labor.		X	X	X
* 1) The quality of labor is usually increased by education and training.		X	X	X
2) Malnutrition and illness affect the quality of labor.				X
*3) Given the same population, the supply of labor is affected by the proportion of the population able and willing to work and by the number of hours that these people are willing to work.		X		
* c. Output can be increased by technological progress in the development of machines and power to replace manpower.			X	X
* 1) New technological developments bring improved efficiency to tools and machines and increased labor productivity.		X		
*2) Investment in technological research and development may lead to higher levels of technology and so to greater productivity because of more or better quality capital goods or consumer goods.		X	X	
*3) New inventions open up whole new fields of production or provide substitutes for older natural resources.		X		

	Security-Freedom	Growth	Underdeveloped Countries	Africa	Conflict	War and Peace	Good Life
country to produce is limited able natural resources; however, able to acquire resources ries by selling goods and t can produce.		X	X	X			
ected by the quality as well y of natural resources; quality access as well as by fertility		X					
ects the quality of resources access or difficulty of limit economic development.				X			
ls affected by the quality of skills (and health) as well as labor.		X	X	X			
f labor is usually increased and training.		X	X	X			
and illness affect the bor.				X			
e population, the supply of ected by the proportion of the le and willing to work and by hours that these people are rk.		X					
creased by technological prog- lopment of machines and power wer.			X	X			
ical developments bring im- ency to tools and machines and or productivity.		X					
technological research and ay lead to higher levels of d so to greater productivity re or better quality capital umer goods.		X	X				
s open up whole new fields of provide substitutes for older rces.		X					

	Economic Freedom	Economic Growth	Underdeveloped Countries	
* i. Capital formation through savings is a major means of increasing an economy's total output over time, because it increases production capacity.		X	X	X
* 1) Societies produce some capital goods which do not satisfy consumer wants directly but which are used to produce more goods in the long run.		X		
* 2) Net investment or capital formation involves an increase in real capital such as machines, equipment, and buildings.		X		
# 3) Savings (or forgoing present consumption) are required for investment or capital formation.		X	X	
a) If productive resources are fully employed, investment in capital goods for future production requires some sacrifice in current consumption.		X		
# b) The larger the productive capacity in relationship to the population, the less the hardship involved to consumers in making the savings (and investment) needed to achieve a given growth rate.		X	X	
c) The smaller the productive capacity in relationship to the population, the greater the hardship involved to consumers in making the savings needed to achieve a given growth rate.				X
*d) Most businesses in the U.S. depend more upon corporate savings for new investment than upon invested savings from outside the business.		X		
* e. The organizational structure of the total economy or of any large sector of it (such as agriculture or mining) affects efficiency or production output just as does the organizational structure within a single firm.			X	X

	Security Freedom	Economic Growth	Underdeveloped Countries	[illegible]	Race Conflict	War and Peace	[illegible] Life
ation through savings is a major reasing an economy's total output ecause it increases production		X	X	X			
produce some capital goods which tisfy consumer wants directly are used to produce more goods in run.		X					
tment or capital formation involcrease in real capital such as equipment, and buildings.		X					
or forgoing present consumption) red for investment or capital .		X	X				
ductive resources are fully employvestment in capital goods for production requires some sacrin current consumption.		X					
rger the productive capacity ationship to the population, the he hardship involved to consumers ing the savings (and investment) to achieve a given growth rate.		X	X				
aller the productive capacity in onship to the population, the r the hardship involved to con- in making the savings needed to e a given growth rate.				X			
usinesses in the U.S. depend more orporate savings for new investhan upon invested savings from e the business.		X					
tional structure of the total f any large sector of it (such as or mining) affects efficiency or utput just as does the organizature within a single firm.			X	X			

	Security-Freedom	Economic Growth	...e-veloped Countries	Africa	C...
*1) Output can be increased by a more efficient combination of productive resources (by the way in which production is organized.		X	X		
*a) The most efficient combination of resources is the one which produces the largest output given the same cost or value of resource input.		X			
*2) The added amount of production created by adding additional units of any single factor of production eventually begins to diminish or fall off.			X		
*3) Division of labor and specialization makes possible increased production.		X			
*a) Mass production with its greater specialization and substitution of capital goods for labor permits reduction in costs.		X			
*b) Mass production needs a mass market with mass consumers as well as standardization of products and parts and a high proportion of capital goods; thus mass production depends upon the development of transportation facilities and political developments which open up markets as well as upon technological developments and organizational structure within a firm.		X	X	X	
*4) Efficiency studies may increase output without increasing the amount of resource input by bringing about a different organization of production or increasing motivation for production.		X			
66. A high death rate among children and young adults places an economic burden upon a society which must support children who do not grow up to become productive members of the society or who do not remain productive members for more than a few years.			X		

	Security-Freedom	Economic Growth	...e-veloped Countries	Africa	Race Conflict	and Peace	Good Life
n be increased by a more efficient on of productive resources (by the ich production is organized.		X	X				
t efficient combination of es is the one which produces the output given the same cost or f resource input.		X					
amount of production created by ditional units of any single fac- oduction eventually begins to or fall off.			X				
of labor and specialization makes increased production.		X					
roduction with its greater special- n and substitution of capital for labor permits reduction in		X					
roduction needs a mass market with onsumers as well as standardization ducts and parts and a high pro- n of capital goods; thus mass tion depends upon the development nsportation facilities and pol- developments which open up markets l as upon technological develop- and organizational structure with- firm		X	X	X			
ency studies may increase output ut increasing the amount of re- e input by bringing about a differ- rganization of production or asing motivation for production.		X					
te among children and young n economic burden upon a society port children who do not grow up ctive members of the society or ain productive members for more s.			X				

	Security-Freedom	Econom. Growth	Underdeveloped Countries	Africa
*67. Regardless of the kind of economic system, societies go through somewhat the same stages of economic growth, although the time needed for these stages differs.			X	
*a. Not all economies conform to the "ideal" stages or descriptions, but they tend to follow more or less the same pattern of growth.			X	
*b. The transitional stage prior to (economic growth) takeoff sees the growth of factors which upset the traditional beliefs and practices, give rise to more favorable attitudes toward technological change and businessmen, create larger markets, lead to increased productivity in agriculture and mining, lead to improved transportation systems, and give rise to the establishment of banks and other financial institutions.			X	X
*c. Traditional societies, which look to tradition for guidance and do not welcome technological change, have a very slow rate of economic growth.			X	
*68. In all societies people have certain economic goals. Although some goals are very much alike, different societies place differing emphases upon them.		X	X	X
*a. People generally would like to see their economic system provide economic growth and so higher levels of living.			X	
1) The incentive to achieve the largest income possible is modified by other incentives such as a desire for certain kinds of working conditions and a desire for more leisure.		X		
*2) People's ideas about what constitutes an adequate level of living on one hand or poverty on the other, changes as average living levels change and as people see what is possible.				X

	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa	... Conflict	War and Peace	Good Life
e kind of economic system, ough somewhat the same stages of although the time needed for fers.			X				
mies conform to the "ideal" stages ns, but they tend to follow more ame pattern of growth.			X				
nal stage prior to (economic ff sees the growth of factors he traditional beliefs and ve rise to more favorable at- d technological change and bus- ate larger markets, lead to ductivity in agriculture and to improved transportation sys- e rise to the establishment of er financial institutions.			X	X			
ocieties, which look to tradition and do not welcome technological a very slow rate of economic			X				
people have certain economic some goals are very much alike, ies place differing emphases		X	X	X			
ally would like to see their em provide economic growth and vels of living.			X				
ive to achieve the largest income s modified by other incentives desire for certain kinds of nditions and a desire for more		X					
deas about what constitutes e level of living on one hand or the other, changes as average vels change and as people see ssible.				X			

	Security-Freedom	Economic Growth	Developed Countries	Africa
*b. People differ in the degree to which they desire freedom of economic choice as a goal of their economic system.				X
*c. People differ in the degree to which they desire economic justice or a reduction in inequalities of economic opportunity or income			X	
*d. Economic goals may not be compatible. (Some programs to increase economic justice may interfere with economic growth and rising levels of living.)			X	
*69. Other things being equal, the price of a good rises when the good is in short supply as compared to the demand for the good and falls when the supply of the good is larger than the demand at the existing price.			X	
*a. It is demand, backed by the ability and willingness to pay for goods at specific prices, which affects the market; people's wants do not affect the market unless they are turned into effective demand.			X	
*b. If purchasing power increases without some corresponding increase in available materials, there is an upward pressure on prices.			X	
*c. The elasticity of the demand for goods varies. For some essential goods (such as food) demand does not differ much regardless of the price.			X	
*70. The circular flow of income in a private enterprise system can be broken down into three general types of flows: Between business and the public, between the government and the public (including business), and between savers and investors.		X		
*71. In depression or recession, productive resources are not used to capacity or are not fully employed. The cost to society is what might have been produced if they had been fully employed. Thus depression and recessions result in a drop in the Gross National Product and National Income.		X		

	Security-Freedom	Economic Growth	veloped Countries	Africa	Race Conflict	and Peace	Good Life
in the degree to which they of economic choice as a goal mic system.				X			
in the degree to which they c justice or a reduction in f economic opportunity or income			X				
may not be compatible. (Some crease economic justice may economic growth and rising ng.)			X				
g equal, the price of a good od is in short supply as com- nd for the good and falls when good is larger than the demand rice.			X				
backed by the ability and will- for goods at specific prices, the market; people's wants the market unless they are fective demand.			X				
power increases without some increase in available materials, ward pressure on prices.			X				
of the demand for goods varies. tial goods (such as food) demand r much regardless of the price.			X				
of income in a private enter- be broken down into three gen- ws: Between business and the he government and the public ss), and between savers and		X					
recession, productive resources capacity or are not fully employed. ty is what might have been had been fully employed. Thus ecessions result in a drop in l Product and National Income.		X					

	Security-Freedom	Economic Growth	Underdeveloped Countries	Africa	C
* a. Different groups in society are affected differently by depressions and inflation. However, all groups are affected because of the interdependence of society.		X			
*72. The fundamental difference between economic systems is in how and by whom basic economic decisions over allocation of resources are made.				X	
*a. In a private enterprise system, the market serves to determine largely what shall be produced, how it shall be produced, how much shall be produced, and who shall get what part of the production.				X	
1) In a private enterprise system it is the market which translates demand and supply into a price system and which is chiefly responsible for the way in which the basic economic questions are resolved.			X		
*b. In practice in communist countries the means of production are almost all owned by the government and most of the basic economic decisions are made by the government.			X		
*c. In some societies neither the government nor a market system is most important in affecting how resources are allocated. Such economic systems are based largely upon tradition, and reciprocal relationships are combined, with a market-system.				X	
*d. Economic systems are usually mixed with both public and private ownership and with decisions made both by government and by consumers and businessmen.			X	X	
*73. Government policies can promote or hinder economic growth.			X		
*74. Taxation policies affect the distribution of income and therefore consumer expenditures and investment.			X		

	Security Freedom	Economic Growth	Underdeveloped Countries	Africa	Race Conflict	War and Peace	Life
groups in society are affected y by depressions and inflation. l groups are affected because of ependence of society.		X					
al difference between economic how and by whom basic economic allocation of resources are made.				X			
e enterprise system, the market determine largely what shall be ow it shall be produced, how much roduced, and who shall get what part duction.				X			
vate enterprise system it is the which translates demand and supply rice system and which is chiefly ble for the way in which the basic questions are resolved.			X				
In communist countries the means on are almost all owned by the gov- most of the basic economic are made by the government.			X				
cieties neither the government nor a em is most important in affecting es are allocated. Such economic based largely upon tradition, and relationships are combined, with stem.				X			
stems are usually mixed with both private ownership and with decisions y government and by consumers and .			X	X			
icies can promote or hinder h.			X				
ies affect the distribution of erefore consumer expenditures and			X				